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ABSTRACT

Designed as a reference to help school administrators provide programs and services for exceptional children in Ohio, the handbook contains general information on the following: state laws for special education, role and function of the professional staff, registration of educational materials for the visually handicapped, the federal program for purchase of textbooks and materials for the visually handicapped, policies and reporting procedures on research and demonstration projects, admission procedures for the Ohio Schools for the Blind and for the Deaf, procedures for pre-approval of units, the Special Education Instructional Materials Center, preparation of professional personnel in the education of handicapped children (Public Law 85-926, as amended), and federal assistance for the education of handicapped children under Title VI-A, Elementary and Secondary Education Act, Public Law 89-10, as amended. Program standards and procedures are specified for individual instructional services, transportation of handicapped children, boarding homes for physically handicapped children, legal dismissal from school, and for units for the following exceptional children and services: deaf, hard of hearing, crippled, visually handicapped, neurologically handicapped, emotionally handicapped, educable mentally handicapped, speech and hearing therapy, child-study services. (JD)

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# ADMINISTRATOR'S HANDBOOK
# for
# SPECIAL EDUCATION
## IN OHIO'S SCHOOLS

STATE BOARD OF EDUCATION
OHIO

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State Department of Education
Columbus, Ohio

June, 1968

# ADMINISTRATOR'S HANDBOOK for SPECIAL EDUCATION IN OHIO'S SCHOOLS

ED0 41404

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**June 1968**

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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# FOREWORD

THE ADMINISTRATOR'S HANDBOOK FOR SPECIAL EDUCATION IN OHIO'S SCHOOLS has been revised and published for a more convenient reference to the scope and function of the Division of Special Education in the State of Ohio.

The publication has been divided into two parts and also includes a Table of Contents. The first part is a text of General Information describing the extent and services of the program of Special Education. The second part concerns itself with the Program Standards, adopted by the State Board of Education August 1, 1966, and the forms and procedures by which these Program Standards are carried out.

It has been designed for a ready reference to enable the school administrator to provide programs and services for exceptional children in Ohio's schools.

The Division of Special Education invites inquiries for additional information concerning special education services in Ohio.

S. J. Bonham, Jr., Director
*Division of Special Education*

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# PART I

## SPECIAL EDUCATION PROGRAMS

### Section 3323.01 CLASSES AND TRAINING OF TEACHERS FOR THE HANDICAPPED

The state board of education may grant permission to any board of education to establish and maintain classes for the instruction of deaf or blind persons over the age of three, and physically, emotionally, or mentally handicapped persons over the age of five; and to establish and maintain child study, counseling, adjustment, and special instructional services, including home instruction, for persons over the age of five whose learning is retarded, interrupted, or impaired by physical, emotional, or mental handicaps. The state board of education may, by written agreement with the board of trustees of any college or university, arrange with the teacher education department of such college or university for the classroom and in-service training of teachers for handicapped children.

### Section 3323.02 INSPECTION OF CLASSES; STANDARD REQUIREMENTS; PROGRAMS FOR GIFTED CHILDREN

The state board of education shall select competent persons to inspect at least once a year all classes and to direct and supervise such other services established under section 3323.01 of the Revised Code, and to report concerning the instruction in such classes, the conditions under which they are maintained, the conditions under which any persons enrolled in such classes are boarded, and the extent and nature of all other services related to education affecting physically, emotionally, or mentally handicapped persons.

The state board of education shall prescribe standard requirements for day schools for the physically, emotionally, or mentally handicapped, and for other instruction and services for all types of handicapped persons included under section 3323.01 of the Revised Code, and for which persons any school district is entitled to state reimbursement, or aid. Such requirements shall include the conditions under which such schools are conducted, or services are rendered, the methods of instruction, child study, counseling, adjustment, and supervision, the qualifications of teachers and the personnel in charge of child study and counseling, the conditions and terms under which they are employed, the special equipment and agencies for instruction provided, and the conditions of the rooms and buildings in which the schools are held. For the purpose of encouraging the development of special programs of education for academically gifted children the state board of education shall employ competent persons to analyze and publish data, promote research, advise and counsel with boards of education, and encourage the training of teachers in the special instruction of gifted children. The state board of education may provide financial assistance out of any funds appropriated for this purpose to boards of education for developing and conducting experimental programs of education for academically gifted children.

### Section 3323.03 DEFINITION OF HANDICAPPED

Any person of sound mind who, by reason of defective hearing or vision or by reason of being so crippled as to be physically unable to properly care for himself without assistance, cannot properly be educated in the public schools as other children, shall be considered deaf, blind, or crippled within the meaning of sections 3323.01 and 3323.08 of the Revised Code. Persons with partial hearing or partial vision may also be instructed under such sections and under section 3323.02 of the Revised Code.

### Section 3323.04 ESTABLISHMENT PROPOSED BY PETITION

Upon petition by the parents or guardians of eight crippled children, or eight slow-learning children, in any school district, of the age named in section 3323.01 of the Revised Code, the board of education of such district shall apply to the state board of education for permission to establish a special class for such children, and if such is granted shall establish such class not later than the beginning of the following school year, upon standards prescribed under section 3323.02 of the Revised Code. If a board fails to perform its duty under this section, section 3313.85 of the Revised Code shall apply.

### Section 3323.05 HOME INSTRUCTION OF CHILD

In case there are in any school district physically or emotionally handicapped children not able even with the help of transportation to be assembled in a school, and instruction for these children is provided in the home, these children shall be counted under section 3323.08 of the Revised Code, counting, however, five hours of instruction of such children by a teacher provided by the board of education as equal to the attendance of one child for five days at school. Upon direction of the state board of education a board of education shall arrange for the home teaching of any such physically or emotionally handicapped children.

### Section 3323.06 QUALIFICATIONS OF SPECIAL TEACHERS; TEACHING SYSTEM IN SCHOOLS FOR THE DEAF

Teachers in home instruction and special classes shall be appointed as are other public school teachers. They shall possess the usual qualifications required of teachers in the public schools, and in addition thereto such special training and equipment as the state board of education or the board of education requires. The so-called oral system shall be taught by teachers in schools for the deaf. If, after a fair trial of nine months, any children in any school for the deaf are unable to learn such method, they may be taught the manual method in a separate school.

### Section 3323.10 TUITION AND TRANSPORTATION FOR SPECIAL INSTRUCTION

If a child who is a school resident of one school district attends in another district, a class in which some special instruction needed by the child because of his handicap is provided, the board of education of the district in which such class is located may require the payment by the board of education of the district in which he is a school resident of a sum not to exceed the tuition in the district in which such class is located for a child of normal needs of the same school grade and the determination of the amount of such tuition shall be in the manner provided for by sections 3317.05 and 3317.08 of the Revised Code. The board of the district in which such child is a school resident may contract with the board of another district for the transportation of such child into any school in such other district, on terms agreed upon by such boards. Upon direction of the state board of education the board of the district in which such child resides shall pay for his transportation and the tuition.

### Section 3323.11 EXCESS COST FOR SPECIAL INSTRUCTION OUTSIDE DISTRICT

Where a child who is a school resident of one school district attends in another district, a class in which some special instruction needed by the child because of his handicap is provided and the per capita cost of such instruction exceeds the sum of the per capita amount received by the district of attendance under Chapter 3317. of the Revised Code, and the per capita amount received from the state board of education, then the board of education of the district in which such child is a legal school resident may pay directly to the board of the school district that is providing the instruction such part of such excess cost as agreed upon in contracts entered into by the boards of the district concerned at the time the district operating the special class accepts the child for enrollment in the special class.

### Section 3323.12 PAYMENT FOR BOARDING EXPENSES

The state board of education may arrange with any board of education which maintains a class for the instruction of blind, deaf, or crippled persons, or affords special instruction for such children who are not school residents of the district, to pay for the board of any such persons under such standards and with such restrictions as the state board of education prescribed.

### Section 3317.08 TUITION FOR NONRESIDENT PUPILS; RESIDING IN IN UNTAXABLE AREAS

Pursuant to law, a pupil may attend school outside his district of school residence, and his board of education shall pay tuition in an amount not more than that which shall be computed from the total expenditures for conducting the schools of the district attended after deducting the amounts expended for capital outlay; permanent improvements; debt service; transportation; operation of school lunch rooms; tuition to another school district; operation of kindergarten classes; operation of summer schools, part-time schools, and evening schools; and maintenance of playgrounds. The result so obtained shall represent the operating cost to be recognized in the calculation of tuition rates. To the operating cost thus determined, there may be added depreciation charges not to exceed three per cent per annum, based on the actual cost to the district, plus the amount of private donations or grants but less the amount of any federal grants, of all property exclusive of land used in conducting such school. From the operating cost plus the depreciation charge there shall be deducted the proceeds of all moneys apportioned to such district from state funds, exclusive of interest on the irreducible debt and income from school trust and land rental funds, and the remainder shall be divided by the number of pupils in average daily membership in grades one to twelve, inclusive, the average daily membership figures so used to be those certified pursuant to section 3317.03 of the Revised Code.

Attendance for any fractional part of a month shall be regarded as attendance for a full month, unless the annual session is terminated before the end of a full month.

The amount of tuition, computed as provided in this section, shall be certified by the clerk of the board of education of the district of attendance, to the board of education of the district in which the pupil is a school resident for its approval and payment. In the event that agreement as to the amount payable cannot be reached, or the board of education of the resident district refuses to pay said amount, the board of education of the district of attendance shall notify the superintendent of public instruction. The superintendent shall determine the correct amount and shall deduct the same from the amount of state funds, if any, allocated under Chapter 3317. of the Revised Code, to the district of school residence and add the same to the amount allocated to the district attended. The superintendent of public instruction shall send to said district of school residence an itemized statement showing such deductions at the time of such deduction.

When a political subdivision owns and operates an airport, welfare or penal institution or other project or facility outside its corporate limits and the territory within which the facility is located is exempt from taxation by the school district within which such territory is located, and there are school age children residing within such territory, the political subdivision owning such tax exempt territory shall pay tuition to the district in which such children attend school. The tuition for these children shall be computed as provided for in this section.

# PART II

## SCHOOL FOUNDATION PROGRAM

### Section 3317.01 SCHOOL FOUNDATION PROGRAM; ADMINISTRATION

Chapter 3317. of the Revised Code shall be administered by the state board of education, with the approval of the controlling board. The superintendent of public instruction shall calculate the amounts payable to each district and shall certify the amounts payable to each eligible district to the clerk of the district as provided for in Chapter 3317. of the Revised Code.

There shall be appropriated to the state board of education by the general assembly out of any moneys in the state treasury to the credit of the general revenue fund sufficient moneys to meet the financial obligations of Chapter 3317. of the Revised Code, except that sufficient moneys to meet the financial obligations of section 3301.17 of the Revised Code shall be appropriated from funds available to the state from the United States or any agency or department thereof for a driver education course of instruction and from the driver education fund established in section 4501.07 of the Revised Code.

Moneys distributed pursuant to Chapter 3317. of the Revised Code shall be calculated and paid on a fiscal year basis, beginning with the first day of July and extending through the thirtieth day of June. The moneys appropriated for each fiscal year shall be distributed monthly unless otherwise provided for.

The amounts paid each month shall constitute, as nearly as possible, one-twelfth of the total amount payable for the entire year. Payments made during the first six months of the fiscal year may be based on an estimate of the amounts payable for the entire year. Payments made in the last six months shall be based on the final calculation of the amounts payable to each school district for that fiscal year. Payments made in the last six months may be adjusted, if necessary, to correct the amounts distributed in the first six months, and to reflect enrollment increases when such are at least three per cent and amount to one or more additional approved classroom units as determined pursuant to section 3317.05 of the Revised Code. The payments authorized by Chapter 3317. of the Revised Code shall be made only to those school districts in which:

(A) Beginning January 1, 1969, the district has a current tax levy for school operations at least seventeen and one-half mills, except that this requirement shall be waived by the superintendent of public instruction for one year if the district has had its total millage reduced below seventeen and one-half mills by action of the county budget commission, board of tax appeals, or county auditor. Operating levies for joint vocational school districts may be included in this seventeen and one-half mills qualification requirement.

(B) The school year next preceding the fiscal year for which such payments are authorized consisted of not less than one hundred eighty-two days during which the schools of the district were actually open for instruction, including such days, not exceeding two, for the professional meetings of teachers when such days occurred during a regular school week and the schools were not in session, except that this requirement shall be waived by the superintendent of public instruction if it had been necessary for a school to be closed because of disease epidemic, hazardous weather conditions, damage to a school building, or other temporary circumstances due to utility failure rendering the school building unfit for school use, provided the number of days the school was actually open for instruction with pupils in attendance is not less than one hundred seventy-five.

(C) The district has on file, and is paying in accordance with a teachers' salary schedule which complies with section 3317.13 of the Revised Code.

(D) The total annual compensation paid to each certificated employee is at least equal to that paid such employee in the fiscal year 1967-1968 for performing the same or similar duties except when salaries of teachers or the number of teachers employed is reduced as provided for in sections 3319.12 and 3319.17 of the Revised Code.

Unless otherwise specified, "school district", for purposes of Chapter 3317. of the Revised

Code, means city, exempted village, and local school district.

A school district, the board of education of which has not conformed with the law and the rules and regulations pursuant thereto, shall not participate in the distribution of funds authorized by section 3317.02 of the Revised Code, except for good and sufficient reason established to the satisfaction of the state board of education and the state controlling board.

### Section 3317.02 CALCULATION OF PAYMENTS TO DISTRICTS

Payments to school districts shall be as provided in this section and in sections 3317.04 and 3317.06 of the Revised Code.

Out of the moneys appropriated by the general assembly for distribution pursuant to Chapter 3317. of the Revised Code for each fiscal year, each eligible school district shall be allocated the amount of money derived from the calculation in either division (A) or (B) following, whichever is greater, plus the amount in division (C).

(A) The amount derived by the following calculation of a classroom unit allowance to be the sum of:

(1) The sum of the minimum salaries calculated pursuant to section 3317.13 of the Revised Code for each certificated employee in the school district, provided that those certificated employees with the highest training level shall be counted first, those with the next highest training level, second, and so on, in descending order and provided that within the respective training levels teachers with the highest years of service shall be counted first, the next highest years of service second, and so on in descending order;

(2) Plus, under regulations approved by the state board of education, an additional salary allowance proportional to the length of the extended term of service for each certificated employee whose term of service in any year is extended beyond the terms of service of regular classroom teachers, provided the total distribution of funds by the state board of education for this purpose shall not exceed the amount included in said board's estimate of such school foundation program costs and appropriated thereto by the general assembly, or as approved by the state controlling board or the state emergency board;

(3) Plus thirteen per cent of the total approved salary allowance allocated to each district under the provisions of division (A) (1) of this section and the extended service salary allowance under the provisions of division (A) (2) of this section for the employers contribution to the teacher's retirement fund and the cost of the certified employee's sick leave;

(4) Plus two thousand four hundred twenty-five dollars multiplied by the total number of approved classroom units for salaries, sick leave, and the employer's retirement contributions for school employees not required to have a certificate issued pursuant to sections 3319.22 to 3319.31, inclusive, of the Revised Code, and for library, textbook and other educational supplies, and other current expenses;

(5) Plus the total approved transportation operating cost allocated to such district under section 3317.051 of the Revised Code;

(6) Minus an amount equal to seventeen and one-half mills multiplied by the total value of the district's tax duplicate as certified in accordance with section 3317.10 of the Revised Code.

(B) The amount derived by multiplying three thousand fifty dollars times the number of the districts approved classroom units.

(C) **The amount derived by multiplying one thousand dollars times the number of vocational, deaf, blind, emotionally disturbed, crippled, or slow-learning units, counted pursuant to section 3317.05 of the Revised Code.**

The total number of certificated employees for each school district used in the calculations of this section shall not exceed the number of approved classroom units for that school district, nor shall the number of such units used in said calculations exceed the number of such employees in that school district.

"Approved classroom units", as used in this section, means the number of classroom units determined in accordance with section 3317.05 of the Revised Code.

"Tax duplicate," as used in this section, means the tax duplicate of the district as certified by the department of taxation pursuant to section 3317.10 of the Revised Code.

All funds allocated to school districts under this section shall be used to pay current operating expenses only.

### Section 3317.03 CERTIFICATION OF AVERAGE DAILY MEMBERSHIP FIGURES

The superintendent of schools in each county, city, and exempted village school district shall, for the schools under his supervision, certify to the state board of education on or before the fifteenth day of October in each year the total average daily membership in regular day classes for the first full school week in the month of October for (1) kindergarten; (2) grades one through twelve in each school under his supervision; (3) the average daily membership in approved vocational units and in joint vocational school districts; **(4) average daily membership of all deaf, blind, emotionally disturbed, and crippled children in classes approved annually by the state board of education; and (5) the average daily membership in approved slow learning units. No child shall be counted more than once in the average daily membership of a school district.** The superintendent of each joint vocational school district shall similarly certify to the superintendent of public instruction the average daily membership for all classes in the joint vocational school, also indicating the school district of residence for each pupil.

In each school there shall be maintained a record of school membership which record shall accurately show, for each day the school is in session, the actual membership enrolled in regular day classes. For the purpose of determining average daily membership, the membership figure of any school shall not include any pupils except those who are school residents of the school district in which the school is located and those who are attending the school in the capacity of tuition pupils pursuant to section 3327.04 of the Revised Code. Part-time pupils may be included on a pro rata basis, as defined by the superintendent of public instruction, as regular day class students in average daily membership. The record of membership for each school shall be maintained in such manner that no pupil shall be counted as in membership prior to the actual date of his entry in the school and also in such manner that where for any cause a pupil permanently withdraws from the school he shall not be counted as in membership from and after the date of such withdrawal. There shall not be included in the membership of any school any pupil who has graduated from the twelfth grade of a public high school or any pupil who is not a resident of the state or any pupil who has attained the age of twenty one years, except persons suffering from tuberculosis and receiving treatment in any approved state, county, district, or municipal tuberculosis hospital who have not graduated from the twelfth grade of a public high school, and except veterans of the armed services, whose attendance was interrupted before completing the recognized twelve year course of the public schools, by reason of induction or enlistment in the armed forces and who apply for re-enrollment in the public school system of their residence not later than four years after termination of war or their honorable discharge. If any such veteran elects to enroll in special courses organized for veterans for whom tuition is paid under the provisions of federal laws, or otherwise, he shall not be included in such membership. For each school week, the aggregate days of membership for any school shall be determined by adding the total number of days of attendance for the days in session of all pupils lawfully in membership to the total number of days of absence for such pupils. The average daily membership figure shall then be determined by dividing the figure representing the aggregate days of membership by the number of days in session. For the purpose of this section, "number of days in session" is the total number of days the school was actually open for instruction.

If the total average daily membership in regular day classes for the first full school week in February is at least three per cent greater than that certified for the first full school week in the preceding October, and such increase amounts to one or more additional approved classroom units as determined pursuant to section 3317.05 of the Revised Code, the superintendent of schools shall certify such increase to the superintendent of public instruction. Such certification shall be submitted no later than the fifteenth day of February. For the balance of the fiscal year, beginning with the February payments, the superintendent of public instruction shall use the increased membership in calculating or recalculating the amounts to be allocated in accordance with section 3317.02 of the Revised Code. In no event shall the superintendent use an increased membership certified to him after the fifteenth day of February.

### Section 3317.04 MINIMUM LIMITS ON PAYMENTS TO DISTRICTS

The amount paid to school districts in each fiscal year pursuant to section 3317.02 of the Revised Code shall not be less than the following:

(A) In the case of a district created under section 3311.26 or 3311.37 of the Revised Code, the amount paid shall not be less, in any of the three succeeding fiscal years following the creation, than the sum of the amounts allocated under Chapter 3317. of the Revised Code to the districts separately in the year of the creation.

(B) In the case of a school district which is transferred to another school district or districts, pursuant to section 3311.22, 3311.231 or 3311.38 of the Revised Code, the amount paid to the district accepting the transferred territory shall not be less, in any of the three succeeding fiscal years following the transfer, than the sum of the amounts allocated to the districts separately in the year of the consummation of the transfer.

(C) In the case of any school district, the amount paid to the district in the fiscal year of distribution shall not be less than that paid in the preceding fiscal year, if in the calendar year ending the thirty-first day of December preceding the fiscal year of distribution, the county auditor completed reassessment of all real estate within his county and the revised valuations were entered on the tax list and duplicate. Notwithstanding sections 3311.22, 3311.231, 3311.26, 3311.37, and 3311.38 of the Revised Code, this minimum guarantee is applicable only during the year immediately following the reassessment.

Notwithstanding sections 3311.22, 3311.231, 3311.26, 3311.37, and 3311.38 of the Revised Code, the minimum guarantees prescribed by divisions (A) and (B) of this section shall not affect the amount of aid received by a school district for more than three consecutive years.

### Section 3317.05 CALCULATION OF APPROVED CLASSROOM UNITS

The total number of approved classroom units for each school district shall be the sum of the following:

(A) The average daily membership for all kindergarten classes, as certified under section 3317.03 of the Revised Code, divided by sixty;

(B) The average daily membership in grades one through twelve, including seventy-five per cent of those enrolled in either vocational courses or a joint vocational school district, as certified under section 3317.03 of the Revised Code, divided by thirty;

(C) The number of vocational education classroom units or fraction thereof approved annually by the state board of education on the basis of standards, rules, and regulations adopted by the board;

(D) **The number of classroom units for deaf, blind, emotionally disturbed, or crippled children, or fraction thereof approved annually by the state board of education on the basis of standards, rules, and regulations adopted by the board;**

(E) **The number of special education classroom units or fraction thereof including those for slow learners defined as children with an intelligent quotient of at least fifty and not more than eighty and for speech handicapped children, and for child study services approved annually by the state board of education on the basis of standards, rules, and regulations adopted by the board;**

(F) **The total number of classroom units determined in divisions (A) through (E) of this section divided by eight. These classroom units are included in recognition of the administrative, supervisory, and specialized personnel required in addition to the classroom teachers.**

(G) The first fifty classroom units calculated in divisions (A) through (E) of this section divided by fifty and any classroom units in excess of fifty divided by one hundred. The classroom units **determined** in this manner for each city and exempted village school district shall be credited to that city or exempted village school district, while the classroom units calculated in this manner for each local school district shall be allotted to the county board of education of which that local district is a part. If a city or exempted village school district is allotted less than a full classroom unit under the provisions of this calculation, the state board of education may allocate such fractional unit to the board of education of the county school district of the county in which the city or exempted village school district is located for the purpose of providing cooperative supervisory services.

All of the arithmetical calculations made under this section shall be carried to the second decimal place. **The total number of classroom units ap-**

proved annually by the state board of education for vocational and special education shall not exceed the number of classroom units included in the state board of education's estimate of school foundation program cost and with appropriations thereto by the general assembly or as approved by the state controlling board or the state emergency board.

## Section 3317.051 DETERMINATION OF TRANSPORTATION OPERATING COSTS

The total amount of money approved for transportation operating costs for each school district, in which transportation of pupils is necessary, shall be determined on the basis of a formula adopted by the state board of education and in accordance with the rules and regulations prescribed by it to secure an efficient and economical program of pupil transportation. The number of pupils transported, the total number of miles traveled and other factors beyond the control of the board of education of each school district shall be considered in the formulation of such rules and regulations and in the adoption and application of such formula in determining the amount of money to be included for pupil transportation in each district as a part of Chapter 3317. of the Revised Code. All rules, regulations, and formulas adopted by the state board of education as prescribed by this section shall be submitted to and approved by the state controlling board before the computed amounts for school transportation are included in calculating the school foundation program for each district. A district receiving a payment pursuant to division (B) of section 3317.02 of the Revised Code is not eligible for reimbursement for transportation operating costs or eligible for school bus purchase subsidy payment pursuant to section 3317.06 of the Revised Code.

## Section 3317.06 DISTRIBUTION OF PAYMENTS FOR EDUCATIONAL PROGRAMS AND SPECIAL CIRCUMSTANCES

In addition to the moneys paid to eligible school districts pursuant to section 3317.02 of the Revised Code, there shall be distributed monthly, quarterly, or annually as may be determined by the state board of education, moneys, appropriated for Chapter 3317. of the Revised Code for the following education programs:

**(A) An amount for the approved cost of board and transportation required for physically or emotionally handicapped children attending regular or special education classes, the cost of teacher training contracted under section 3323.01 of the Revised Code, and the approved cost of home instruction for physically or emotionally handicapped children and special instructional services for physically or emotionally handicapped children. Such distribution shall be made on the basis of standards adopted by the state board of education.**

(B) An amount for each island school district and each joint state school district for the operation of each high school and each elementary school maintained within such district to each district with one-teacher or two-teacher elementary schools, and to each county board of education. Such amounts shall be determined on the basis of standards adopted by the state board of education.

(C) An amount to each school district operating classes for children of migrant workers who are unable to be in attendance in an Ohio school during the entire regular school year. Such amounts shall be determined on the basis of standards adopted by the state board of education, except that payment shall be made only for subjects regularly offered by the school district providing the classes.

(D) An amount for each school district with guidance, testing, and counseling programs approved by the state board of education. The amount to be determined on the basis of standards adopted by the state board of education.

(E) An amount for the emergency purchase of school buses as provided for in section 3317.07 of the Revised Code;

(F) An amount for each eligible school district for the improvement of the educational and cultural status of disadvantaged pupils, to be determined by the state board of education, but not to exceed an annual amount equal to one hundred dollars times the number of children ages five through seventeen residing in the school district who were receiving aid to dependent children during the month of December preceding the start of the fiscal year. No school district shall receive funds pursuant to this division unless the state board of education has approved a program designed and submitted by the school district. No school district shall receive funds pursuant to this division unless the district includes one hundred residents between five and seventeen years of age who are receiving aid to dependent children, or includes a number of such residents equal to five percent of the average daily membership of the school district as reported pursuant to section 3317.03 of the Revised Code, or both. The state board of education shall adopt rules and regulations implementing this subsidy.

(G) An amount for adult basic literacy education for each district participating in programs approved by the state board of education. The amount to be determined on the basis of standards adopted by the state board of education.

(H) **An amount to each school district as approved by the state department of education, to provide services and materials to pupils attending non-public schools within the school district for:** guidance, testing and counseling programs; **programs for the deaf, blind, emotionally disturbed, crippled and physically handicapped children;** audio and visual aids; **speech and hearing services;** remedial reading programs; educational television services; programs for the improvement of the education and cultural status of disadvantaged pupils, approved pursuant to division (F) of section 3317.06 of the Revised Code; and for programs of non-religious instruction other than basic classroom instruction. **Such services, materials or programs shall be provided for pupils attending non-public schools on the same basis as such services, materials and programs provided for pupils in the public schools of the district.**

No later than December 1, 1967, the state department of education shall adopt guidelines and procedures under which such programs and services shall be provided.

No funds shall be distributed pursuant to this division prior to January 1, 1968, and total funds distributed pursuant to this division shall not exceed specific appropriations therefor.

(I) An amount pursuant to section 3301.17 of the Revised Code for conducting driver education courses at high schools for which the state board of education prescribes minimum standards;

(J) An amount to each school district with resident school age children enrolled in a school administered by a county board of mental retardation equal to twenty-five dollars times the number of such children. No funds shall be paid pursuant to this division prior to July 1, 1968.

The state board of education or any other board of education may provide for any resident of a district any educational service for which funds are made available to such board of education by the United States under the authority of public law, whether such funds come directly or indirectly from the United States or any agency or department thereof or through the state of Ohio or any agency, department, or political subdivision thereof.

The emergency board, upon the declaration of an educational emergency by the governor, may upon application by the superintendent of public instruction authorize payments pursuant to section 127.01 to 127.05, inclusive, of the Revised Code to be made to any school district which (1) has an unexpected increase in enrollment resulting from the destruction of or the necessary closing of a school because of fire, flood, or other calamity, or (2) has a severe loss of local tax revenue for school purposes. The superintendent of public instruction shall apply for funds for any school district requesting such aid upon receipt of written evidence from the school district of (1) the enrollment increase along with an explanation of the school district or districts from which the increased enrollment has been received or (2) of the tax revenue loss sustained by the school district, depending upon the circumstances for which aid is requested.

### Section 3317.15 APPROVED CLASSROOM UNITS AND STATE SUPPORT CALCULATIONS FORM

The form used to calculate the aid for each school district shall be as follows:

## APPROVED CLASSROOM UNITS

| ADM | Legend | Divisor | No. of Units |
|---|---|---|---|
| 1. ____ | Kindergarten (excluding ADM in lines 4 and 5) | 60 | ____ |
| 2. ____ | Grades 1-12 (excluding ADM in lines 3, 4, and 5, but including 75% of pupils enrolled in vocational courses or joint vocational school districts) | | |

3. ____ Vocational units (approved units, only; under ADM insert 25% of pupils enrolled in vocational districts 30 ____

4. ____ **Deaf, Blind, emotionally disturbed and crippled (approved units and actual ADM)** ____

5. ____ **Slow learning (approved units and actual ADM)** ____

6. **Speech and hearing (approved units)** ____

7. **Child Study (approved units)** ____

8. TOTAL ____

9. ____ Adm. and Spec. Instruction
Units line 8 ÷ 8 ____

10. ____ Supervision (Line 8—first 50 units ÷ 50; units over 50 ÷ 100) ____

11. ____ Total ADM and Approved Classroom Units ____

____

## STATE SUPPORT CALCULATIONS

Certified Employees

| | A. Number Employed | B. Calculation based on | Training | Minimum Salary | | Experience Credit Cumulative Years | |
|---|---|---|---|---|---|---|---|
| 12. | ____ | ____________ | Masters Degree | $5,500 | + | ____ x $250 (12 yrs.) | = $____ |
| 13. | ____ | ____________ | 5 years without Masters | $5,200 | + | ____ x $225 (11 yrs.) | = $____ |
| 14. | ____ | ____________ | Bachelor's Degree | $5,000 | + | ____ x $200 (11 yrs.) | = $____ |
| 15. | ____ | ____________ | Less than Bachelor's | $4,300 | + | ____ x $180 (10 yrs.) | = $____ |
| 16. | ____ | ____________ | Total allowance for Certified Salaries | | | | = $____ |

(16 B shall not exceed approved units on line 11 or number of certified employees on line 16A)

17. Total dollars lines 16 x 13% for retirement and sick leave = $____

18. Approved extended service $______ + 13% $______ = $____

19. Total Units line 16B x $2425 for classroom allowance = $____

20. Transportation = $____

21. Total (Lines 16, 17, 18, 19 and 20) = $____

22. 17½ Mills x tax valuation of $______ = $____

23. Basic State Support (Line 21 minus 22 plus $1000 x units on lines 3, 4, and 5 — $____

24. Classroom units lines 16B x $3,050, plus $1000 x units in lines 3, 4, and 5 — $____

25. For 1967-68 and 1968-69 the amount that would be provided by the formula in effect in 1966-67 including any guarantees effective for each year respectively plus $600 x approved units (in 1967-68 use units based on 1966-67 formula; in 1968-69 use units on line 16B) plus $1000 x units in lines 3, 4, and 5 = $____

26. Other guarantees (specify) = $____

27. Total State Support (Largest of Lines 23, 24, 25, and 26) = $____

# PART III

## ATTENDANCE

### Section 3313.66 SUSPENSION OR EXPULSION

The superintendent of schools of a city or exempted village, the local superintendent of a local school district, or the principal of a public school may suspend a pupil from school for not more than ten days. Such superintendent or local superintendent may expel a pupil from school. Such superintendent, local superintendent, or a principal shall within twenty-four hours after the time of expulsion or suspension, notify the parent or guardian of the child, and the clerk of the board of education in writing of such expulsion or suspension including the reasons therefor. The pupil or the parent, or guardian, or custodian of a pupil so expelled may appeal such action to the board of education at any meeting of the board of and shall be permitted to be heard against the expulsion. At the request of the pupil, or his parent, guardian, custodian, or attorney, the board may hold the hearing in executive session but may act upon the expulsion only at a public meeting. The board may, by a majority vote of its full membership, reinstate such pupil. No pupil shall be suspended or expelled from any school beyond the current semester.

### Section 3321.01 COMPULSORY SCHOOL AGE

A child between six and eighteen years of age is "of compulsory school age" for the purpose of sections 3321.01 to 3321.13, inclusive, of the Revised Code. The compulsory school age of a child shall not commence until the beginning of the term of such schools, or other time in the school year fixed by the rules of the board of the district in which he resides. In 1967 and 1968, no child is eligible to be admitted to the first grade of a public school in a district in which all children are admitted to the first grade in August or September unless he is six years of age on or before the thirty-first day of October of the year of admittance unless the board of education by resolution designates an earlier date within the year of admittance or on or before the first day of a term or semester other than one beginning in August or September in school districts granting admittance at the beginning of such term or semester, except that in those school districts using, or obtaining, educationally accepted standardized testing programs for determining entrance, as approved by the board of education of such districts, such boards shall admit a child to the first grade who fails to meet the age requirement, provided the child meets necessary standards as determined by such standardized testing programs. If the board of education has not established a standardized testing program for such school districts, the board shall designate the necessary standards and a testing program it will accept for the purpose of admitting a child to the first grade who fails to meet the age requirement. Each child who will be six years of age on or before the first day of January of the school year for which admission is requested shall be so tested upon the request of his parent or guardian.

Beginning in 1969, no child is eligible to be admitted to the first grade of a public school in a district in which all children are admitted to the first grade in August or September unless he is six years of age on or before the thirtieth day of September of the year of admittance, or on or before the first day of a term or semester other than one beginning in August or September in school districts granting admittance at the beginning of such term or semester, except that in those school districts using or obtaining educationally accepted standardized testing programs for determining entrance, as approved by the board of education of such districts, the board shall admit a child to the first grade who fails to meet the age requirement, provided the child meets necessary standards as determined by such standardized testing programs. Each child who will be six years of age on or before the first day of January of the school year for which admission is requested shall be so tested upon the request of his parent or guardian.

### Section 3321.02 WHO AMENABLE TO COMPULSORY EDUCATION LAWS

Every child actually resident in the state shall be amenable to the laws relating to compulsory education, and neither he nor the person in charge of him shall be excused from the operation of said sections or the penalties under them on the ground that the child's residence is seasonal, that the parent of the child is a resident of another state, or that the child has attended school for the legal period in another state.

### Section 3321.03 COMPULSORY SCHOOL ATTENDANCE

Except as provided in this section, the parent, guardian, or other person having the care of a child of compulsory school age which child has not been determined to be incapable of profiting substantially by further instruction shall cause such child to attend a school which conforms to the minimum standards prescribed by the state board of education for the full time the school attended is in session, or shall otherwise cause him to be instructed in accordance with law. Every child of compulsory school age who has not been determined to be incapable of profiting substantially by further instruction shall attend a school which conforms to the minimum standards prescribed by the state board of education until one of the following occurs:

(A) The child receives a diploma granted by the board of education or other governing authority indicating such child has successfully completed the high school curriculum.

(B) The child receives an age and schooling certificate as provided in section 3331.01 of the Revised Code.

(C) The child is excused from school under standards adopted by the state board of education pursuant to section 3321.04 of the Revised Code.

### Section 3331.04 COMPULSORY ATTENDANCE

Every parent, guardian, or other person having charge of any child of compulsory school age who is not employed under an age and schooling certificate and who has not been determined to be incapable of profiting substantially by further instruction, must send such child to a school, which conforms to the minimum standards prescribed by the state board of education, for the full time the school attended is in session, which shall not be for less than thirty-two weeks per school year. Such attendance must begin within the first week of the school term or within one week of the date on which the child begins to reside in the district or within one week after his withdrawal from employment.

Excuses from future attendance at or past absence from school may be granted for the causes, by the authorities, and under the following conditions:

(A) The superintendent of schools of the district in which the child resides may excuse him from attendance for any part of the remainder of the current school year upon satisfactory showing of either of the following facts:

(1) That his bodily or mental condition does not permit his attendance at school during such period;

**(2) That he is being instructed at home by a person qualified to teach the branches in which instruction is required, and such additional branches, as the advancement and needs of the child may, in the opinion of such superintendent, require. In each such case the issuing superintendent shall file in his office, with a copy of the excuse, papers showing how the inability of the child to attend school or the qualifications of the person instructing the child at home were determined. All such excuses shall become void and subject to recall upon the removal of the disability of the child or the cessation of proper home instruction; and thereupon the child or his parents, guardians, or other persons having him in charge may be proceeded against after due notice whether such excuse be recalled or not.**

(B) The state board of education may adopt rules and regulations authorizing the superintendent of schools of the district in which the child resides to excuse a child over fourteen years of age from attendance for a future limited period for the purpose of performing necessary work directly and exclusively for his parents or legal guardians.

All excuses provided for in divisions (A) and (B) of this section shall be in writing and shall show the reason for excusing the child. A copy thereof shall be sent to the person in charge of the child.

(C) The board of education of the city, exempted village, or county school district in which a public school is located or the governing authorities of a private or parochial school may in the rules and regulations governing the discipline of such schools, prescribe the authority by which and the manner in which any child may be excused for absence from such school for good and sufficent reasons.

The state board of education may by rules and regulations prescribe conditions governing the issuance of excuses which shall be binding upon the authorities empowered to issue them.

### Section 3321.05 DETERMINATION OF CAPACITY OF CHILD; RECORD; SUPERVISION OF INCAPABLE CHILDREN

A child of compulsory school age may be determined to be incapable of profiting substantially by further instruction.

The state board of education may prescribe standards and examinations or tests by which such capacity may be determined and prescribe and approve the agencies or individuals by which they shall be applied and conducted; but the capacity of a child to benefit substantially by further instruction shall be determined with reference to that available to the particular child in the public schools of the district in which he resides, and no child shall be determined to be incapable of profiting substantially by further instruction if the superintendent of public instruction, pursuant to board standards, finds that it is feasible to provide for him in such district, or elsewhere in the public school system, special classes or schools, departments of special instruction or individual instruction through or by which he might profit substantially, according to his mental capacity as so determined. In prescribing, formulating, applying, and giving such standards, examinations or tests, the state board of education may call for assistance and advice upon any other department or bureau of the state, or upon any appropriate department of any university supported wholly or partly from state appropriations.

The result of each examination or test made with the recommendation of the agency or individual conducting the same, shall be reported to the superintendent of public instruction, who, subject to board standards, may make the determination authorized in this section. If a child is determined to be incapable of profiting substantially by further instruction, such determination shall be certified by the superintendent of public instruction to the superintendent of schools of the district in which he resides, who shall place such child under the supervision of a visiting teacher or of an attendance officer, to be exercised as long as such child is of compulsory school age. The superintendent of public instruction shall keep a record of the names of all children so determined to be incapable of profiting substantially by further instruction and a like record of all such children residing in any school district shall be kept by the superintendent of schools of such district. Upon request of the parents, guardians, or persons having the care of such child whose residence has been changed to another school district the superintendent of schools shall forward a card showing the status of such child as so determined to the superintendent of schools of the district to which the child has been moved.

Any determination made under this section may be revoked by the state board of education for good cause shown.

A child determined to be incapable of profiting substantially by further instruction shall not hereafter be admitted to the public schools of the state while such determination remains in force.

# PART IV

## RELATED LAWS

### Section 3313.55 SCHOOLS FOR TUBERCULAR PERSONS

**The board of education of any school district may establish such special schools as it deems necessary for all persons who are afflicted with tuberculosis, and may cause all youth, within such district, so afflicted, to be excluded from the regular schools, and may provide for and pay from the school funds, the expense of transportation of such persons to and from such special schools. The board of any school district in which is located a state, district, county, or municipal hospital for children with tuberculosis or epilepsy or any public institution, except state institutions for the care and treatment of delinquent, unstable, or socially maladjusted children, shall make provision for the education of all educable children therein; except that in the event another school district within the same county or an adjoining county is the source of sixty per cent or more of the children in said hospital or institution, the board of that school district shall make provision for the education of all the children therein. In any case the board which provides the educational facilities shall be entitled to all moneys authorized for the attendance of pupils as provided in sections 3317.02 and 3317.06 of the Revised Code; and tuition as provided in section 3317.08 of the Revised Code; and such additional compensation as is provided for crippled children in sections 3323.01 and 3323.12, inclusive, of the Revised Code. Any board which provides the educational facilities for children in county or municipal institutions established for the care and treatment of children who are delinquent, unstable, or socially maladjusted shall not be entitled to any moneys provided for crippled children in sections 3323.01 to 3323.12, inclusive, of the Revised Code.**

### Section 3313.92 JOINT BUILDING PROJECTS, INCLUDING SCHOOLS FOR HANDICAPPED CHILDREN

(A) The boards of education of any two or more school districts may, subject to the approval of the superintendent of public instruction, enter into agreements for the joint or co-operative construction, acquisition, or improvement of any building, structure, or facility benefiting the parties thereto, including, without limitation, schools and classrooms for the purpose of Chapter 3323. of the Revised Code, and for the management, operation, occupancy, use, maintenance, or repair thereof, or for the joint or co-operative participation in programs, projects, activities, or services in connection with such buildings, structures, or facilities.

(B) Any agreement entered into under authority of this section shall, where appropriate, provide for:

(1) The method by which the building, structure, or facility shall be constructed, acquired, or improved and by which it shall be managed, occupied, maintained, and repaired, and specifically a designation of one of the boards of education to take and have exclusive charge of any and all details of construction, acquisition, or improvement, including any advertising for bids and the award of any construction or improvement contract pursuant to the law applicable to such board of education;

(2) The manner in which the title to the buildings, structures, or facilities, including the sites and interests in real estate necessary therefor, is to be held by one or more of such boards of education;

(3) The management or administration of any such programs, projects, activities, services, or joint exercise of powers, which may include management or administration by one of said boards of education;

(4) The manner of apportionment or sharing of all of the costs, or specified classes of costs, including without limitation costs of planning, construction, acquisition, improvement, management, operation, maintenance, or repair of such buildings, structures, or facilities, or of planning and conducting such programs or projects, or obtaining such services, which

apportionment or sharing may be based on fixed amounts, or on ratios or formulas, or effected through tuitions to be contributed by the parties or in such manner therein provided.

(C) Any agreement entered into under authority of this section may provide for:

(1) An orderly process for making determinations as to planning, execution, implementation, and operation, which may include provisions for a committee, board, or commission, and for representation thereon;

(2) Securing necessary personnel, including participation of teachers and other personnel from the respective school districts;

(3) Standards or conditions for the admission or participation of students and others, including students from other school districts;

(4) Conditions for admittance of other school districts to participation under the agreement;

(5) Fixing or establishing the method of determining special charges to be made for particular services or materials;

(6) The manner of amending, supplementing, terminating, or withdrawal or removal of any party from the agreement, and the term of the agreement or an indefinite term;

(7) Designation of the applicants for or recipients of any state, federal, or other aid, assistance, or loans available by reason of any activities conducted under the agreement;

(8) Designation of one or more of the participating boards of education to maintain, prepare, and submit, on behalf of all parties to the agreement, any or all records and reports with regard to the activities conducted under the agreement, including without limitation those required under sections 3301.14, 3313.50, 3319.32 to 3319.37, inclusive, 3321.12, 3323.08, and 3323.13 of the Revised Code;

(9) Such other matters as the parties thereto may agree upon for the purposes of division (A) of this section.

(D) For the purpose of paying or contributing its share under an agreement made under this section, a board of education may:

(1) Appropriate any moneys from its general fund, and from any other funds not otherwise restricted by law, including funds for permanent improvements of such board of education where the contribution is to be made toward the cost of permanent improvements under the agreement;

(2) Issue bonds, and notes in anticipation thereof, under sections 133.01 to 133.65, inclusive, and section 3311.20 of the Revised Code for any permanent improvement, as defined in section 133.01 of the Revised Code, to be provided under such agreement;

(3) Levy taxes, and issue notes in anticipation thereof, under Chapters 3311. and 5705. of the Revised Code pertaining to such board of education, provided that the purpose of such levy may include the provision of funds for either or both permanent improvements and current operating expenses required as the share of such board of education under such agreement;

(4) Contribute real and personal property for use under such agreement without necessity for competitive bidding on disposition of such property.

(E) Funds provided by the parties to an agreement entered into under this section, whether by appropriation, the levy of taxes, the issuance of bonds or notes, or otherwise, shall be transferred to and placed in a separate fund or funds of such participating board of education as is designated for such purpose under the agreement, shall be appropriated to and shall be applied for the purposes provided in such agreement, and shall be subject to audit and inspection and, pursuant to any determinations to be made as provided under such agreement, shall be deposited, invested and disbursed under the provisions of law applicable to the board of education in whose custody said funds are held; and the records and reports of such boards of education under Chapter 117. of the Revised Code with respect to said funds shall be sufficient without necessity for reports thereon by the other boards of education participating under such agreement.

(F) As used in this section, "construction, acquisition, or improvement of any building, structure, or facility" also includes acquisition of real estate and interests in real estate therefor, site improvements, and furniture, furnishings, and equipment therefor. Buildings, structures, or facilities constructed, acquired, or improved under this section may, subject to the agreement be used for any lawful purpose by each party so long as the use thereof is an authorized proper use for that party.

(G) Any agreement entered into under this section shall be subject to any laws hereafter enacted making express reference therein to this section and requiring the transfer of any functions exercised or properties held under such agreement to any public officer, board, or body heretofore or hereafter established, or requiring the termination of such agreement, or otherwise affecting the same.

(H) The powers granted in this section are supplementary to, and not in derogation of or restriction upon, all other powers of boards of education of school districts, and are to be liberally construed to permit the achievement of the objectives of this section and to permit the boards of education to take advantage of federal grant and loan programs, provided that the exercise of such powers shall be subject to such inspection and regulation as would be applicable if exercised under any other provision of the Revised Code.

### Section 3319.01 APPOINTMENT AND DUTIES OF SUPERINTENDENT

The board of education in each county, city, and exempted village school district shall, at a regular meeting held not later than the first day of May of the calendar year in which the term of the superintendent expires, appoint a person possessed of the qualifications provided in this section, to act as superintendent of the public schools of the district, for a term not longer than five years beginning the first day of August and ending on the thirty-first day of July. Such superintendent is, at the expiration of his current term of employment, deemed re-employed for a term of one year at the same salary plus any increments that may be authorized by the board of education, unless such board, on or before the first day of March of the year in which his contract of employment expires, either re-employes the superintendent for a succeeding term or gives the superintendent written notice of its intention not to re-employ him. If the superintendent is employed on a continuing contract, the board may, by resolution, designate that he is to continue for a term not to exceed five years, and he may not be transferred to any other position during such term. If a vacancy occurs in the office of superintendent during the term of his employment, the board promptly shall appoint a superintendent for a term not to exceed five years from the next preceding first day of August.

The board of education may at any regular meeting held during the calendar year immediately preceding the year of expiration of the term of employment of a superintendent of the public schools, re-employ such superintendent for a succeeding term for not longer than five years, beginning on the first day of August immediately following the expiration of his current term of employment and ending on the thirty-first day of July of the year in which such succeeding term expires. No person shall be appointed to the office of superintendent who is not possessed of a certificate of the superintendent type, as defined in section 3319.22 of the Revised Code, unless such person had been employed as a county, city, or exempted village superintendent prior to August 1, 1939. At the time of making such appointment or designation of term, such board shall fix the compensation of the superintendent, which may be increased or decreased during such term, provided such decrease is a part of a uniform plan affecting salaries of all employees of the district, and shall execute a written contract of employment with such superintendent.

**Such superintendent shall be the executive officer for the board, direct and assign teachers and other employees of the schools under his supervision, except as provided in section 3319.04 of the Revised Code, assign the pupils of the schools under his supervision to the proper schools and grades, provided that the assignment of a pupil to a school outside of his district of residence is approved by the board of the district of residence of such pupil, and perform such other duties as the board determines.**

### Section 3325.01 SUPERVISION OF STATE SCHOOLS; APPOINTMENT OF SUPERINTENDENTS

**The state school for the deaf and the state school for the blind shall be under the control**

**and supervision of the state board of education. On the recommendation of the superintendent of public instruction, the state board of education shall appoint a superintendent for the state school for the deaf and a superintendent for the state school for the blind, each of whom shall serve at the pleasure of the state board.**

### Section 3325.011 ADMISSION TO SCHOOL FOR THE DEAF; EXPENSES PAID FOR BLIND AND DEAF CHILDREN

**Subject to the regulations adopted by the state board of education, the state school for the deaf shall be open to receive persons who are deaf, partially deaf, and both blind and deaf residents of this state, who, in the judgment of the superintendent of public instruction and the superintendent of the school for the deaf, due to such handicap, cannot be educated in the public school system and are suitable persons to receive instructions according to the methods employed in such school. The superintendent of the school for the deaf may pay the expenses necessary for the instruction of children who are both blind and deaf, who are resident of this state, in any suitable institution.**

### Section 3325.02 ADMISSION TO SCHOOL FOR THE BLIND

**Subject to the regulations adopted by the state board of education, the state school for the blind shall be open to receive such blind and partially blind persons, residents of the state, who, in the judgment of the superintendent of public instruction and the superintendent of the school for the blind, due to such handicap, cannot be educated in the public school system and are suitable persons to receive instructions according to the methods employed in such school.**

### Section 3325.03 RETURN OF PUPIL TO PARENTS

**The superintendent of the state school for the deaf or the superintendent of the state school for the blind may return to its parents, guardian, or proper agency any pupil under his jurisdiction, who, in the opinion of such superintendent and the superintendent of public instruction, is not making sufficient progress in its school or industrial work to justify its continuance as a pupil in such school.**

### Section 5127.05 DUTIES OF THE COUNTY BOARD OF MENTAL RETARDATION

The county board of mental retardation which during the school year has administered and supervised, pursuant to the provisions of section 5127.01 of the Revised Code, a training center for mentally deficient shall prepare a statement for each person under twenty-one years of age who has received such training, such statement to show the name of the person, the name of the school district in which the person is a school resident, the name of the board providing the training, and the number of months the person received training. Not later than the thirtieth day of June the board shall forward a certified copy of such statement to the clerk of the board of education of the school district in which the person is a school resident and shall forward a certified copy of such statement to the commissioner of mental hygiene. Within thirty days after the receipt of such statement the board of education shall pay to the county board of mental retardation submitting the statement an amount equal to the computed amount of tuition that would be due the school district receiving the statement if a nonresident pupil attending the schools of such district for the same period of time that the mentally deficient person attended the training center, such amount to be computed in the manner prescribed by Section 3317.08 of the Revised Code.

# ROLE AND FUNCTION OF THE PROFESSIONAL STAFF

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# THE ROLE AND FUNCTION OF THE PROFESSIONAL STAFF IN THE DIVISION OF SPECIAL EDUCATION

Across Ohio new needs are emerging out of local programs for exceptional children. As these needs emerge and are identified, the role and function of the professional staff of the Division of Special Education are in need of evaluation and modification. To facilitate this evaluation, the staff has given consideration to the changing needs and the implications for the Division.

Several major issues can be identified. One issue is the relationship between general and special education. Special education is necessary because:

1. Significant physical, intellectual, social and emotional differences can be found in any group of children.
2. Children with significant deviations in physical, intellectual, social and emotional development are being recognized in increasing numbers throughout the State.
3. These exceptional children present instructional problems that cannot be met within the existing framework of the program of general education.

THEREFORE, SPECIAL EDUCATION PROGRAMS AND SERVICES EMERGE FROM THE PROGRAM OF GENERAL EDUCATION TO MEET THE INSTRUCTIONAL NEEDS OF EXCEPTIONAL CHILDREN.

Another major issue is the relationship between the regulatory and the leadership functions of the professional staff of the Division. The following factors are evident.

1. The professional staff has a direct mandate from the Ohio Legislature and the State Board of Education to enforce minimum standards in local programs which are partially or fully reimbursed with state monies.
2. Most local programs meet minimum state standards but many do not approach optimal goals in serving the needs of exceptional children.
3. The most common local problem in Ohio today appears to be the need for leadership and assistance in identifying, developing and maintaining optimal special education programs and services for exceptional children.

I. Professional Staff of the Ohio Department of Education, Division of Special Education

Director
- Assistant Director
  - Educational Consultant, Instructional Materials Project
  - Educational Consultant, Title VI
  - Educational Consultant, Teacher Training
  - Educational Administrator, Educable Mentally Retarded
  - Educational Consultant, Educable Mentally Retarded
  - Educational Consultant, Educable Mentally Retarded
  - Educational Consultant, Educable Mentally Retarded
  - Educational Administrator, Pupil Services
  - Educational Consultant, School Psychology
  - Educational Consultant, Academically Gifted and Emotionally Handicapped
  - Educational Consultant, Speech and Hearing
  - Educational Administrator, Physically Handicapped

Educational Consultant, Audiologist
Educational Consultant, Hearing Impaired
Educational Consultant, Orthopedically and Visually Handicapped
Educational Consultant, Physically and Neurologically Handicapped

**II. Professional Field Services**

The following procedures are a general guide in making visits and evaluating local programs and services in Special Education.

A. THE INITIAL CONTACT SHOULD BE MADE BY LETTER

1. This letter should be sent to the person in charge of the local special education program with a copy to the general administrator responsible for the program and in all cases to the superintendent of schools.
2. It should be mailed at least two weeks in advance of the visit.
3. It should contain the following specifics:
   (a) The date of the proposed visit, time of arrival and length of stay should be clearly indicated.
   (b) The procedures and purposes of the visit should be clearly outlined.
   (c) A request for an alternate date should be included if the date selected is not appropriate for the school personnel.

B. THE FIELD VISIT SHOULD INCLUDE THE FOLLOWING PROCEDURES

1. A personal contact with the person in charge of the local special education program should be made.
2. The purpose and procedures of the field visit should be outlined immeditely upon arrival.
3. A structured set of criteria and procedures should be used to facilitate visitation.
4. Observations should be noted and questions should be raised about points in the program which are not clear.
5. Observations, suggestions and recommendations should be summarized in a conference near the end of the visitation.
6. The following priority of needs should be used in selecting programs for visits:
   (a) Questionable programs
   (b) New programs
   (c) Experimental programs
   (d) Established programs

C. THE FOLLOW-UP PROCEDURES SHOULD INCLUDE THE FOLLOWING REPORTS

1. A letter to the school district:
   (a) This letter should be addressed to the person in charge of the local special education program with copies to the general administrator responsible for the program and in all cases to the superintendent of schools.
   (b) The content of the letter should include a thank you note, a discussion of the program's strengths, a review of the discussion and suggestions, a list of standards not complied with and an outline of any further recommendations or activities.
2. A report to the Director:
   (a) This report should include a copy of the letter sent to the school district.
   (b) This report should identify problems in relation to organization, administration, personnel and instruction.
   (c) This report should identify the most significant strengths and weaknesses of the program.
   (d) This report should include any recommendations for future administrative action.

**III. Professional Leadership**

The following outline is a general definition of the role of the educational consultant in assisting local programs identify, develop and maintain optimal programs and services for exceptional children.

A. PROFESSIONAL LITERATURE AND MATERIALS
   1. Establish procedures by which local materials can be exchanged.
   2. Periodically prepare a selected bibliography of significant materials.
   3. Write or prepare materials that are needed but not available.

B. PRE-SERVICE EDUCATION PROGRAMS
   1. Identify unmet needs in university and staff program.
   2. Serve as an instructor on an emergency basis.
   3. Serve as a resource person for university students and instructors.
   4. Assist in the development of new professional curricula.
   5. Assist in the evaluation and improvement of existing professional curriculum.

C. IN-SERVICE EDUCATION PROGRAMS
   1. Provide professional field services.
   2. Conduct and encourage area professional meetings.
   3. Encourage and assist professional organizations.
   4. Encourage and stimulate development of appropriate non-credit workshops and courses.

D. RESEARCH STUDIES AND EXPERIMENTAL PROJECTS
   1. Identify research needs.
   2. Initiate and conduct research studies and experimental projects.
   3. Promote and encourage research studies and experimental projects.
   4. Interpret and disseminate findings and conclusions.

E. PROFESSIONAL RELATIONS AT THE LOCAL, STATE AND NATIONAL LEVEL
   1. Maintain membership in professional organizations.
   2. Attend meetings of professional organizations.
   3. Contribute to journals of professional organizations.
   4. Provide leadership for professional organizations.

F. APPROPRIATE AND DESIRABLE CRITERIA FOR OPTIMAL SPECIAL EDUCATION
   1. Initiate procedures by which these criteria can be identified.
   2. Encourage schools to use the criteria in self-evaluation.
   3. Utilize criteria in professional field services.

G. EXTENSION OF PRESENT PROGRAMS IN SPECIAL EDUCATION
   1. Identify unmet needs within present standards.
   2. Assist local district in establishing new programs or expanding established program.

H. IDENTIFICATION OF EMERGING NEEDS FOR NEW PROGRAMS IN SPECIAL EDUCATION
   1. Identify unmet needs not now provided for within existing standards.
   2. Encourage and stimulate the development of pilot studies and experimental programs.
   3. Evaluate results of studies and submit recommendations for needed modifications in existing law and standards.

# REGISTRATION OF EDUCATIONAL MATERIALS FOR THE VISUALLY HANDICAPPED

# REGISTRATION OF EDUCATIONAL MATERIALS FOR THE VISUALLY HANDICAPPED CHILDREN

The Registry was established in 1962 with the following objectives:

1. To establish a state unit for the registration and distribution of educational materials and equipment used in the education of visually handicapped children.
2. To prevent waste, reduce unnecessary duplication and minimize the time required in obtaining available materials and equipment for visually handicapped children throughout the state.
3. To coordinate the resources of the public day school, the residential school and volunteer groups with the production and resources of other states and national agencies.
4. To coordinate at local community levels all resources used in providing educational materials for the visually handicapped and to register such materials following a uniform plan to simplify and expedite the exchange of materials from one community to another.

## Services of the Registry

1. All local school districts that have materials and/or equipment for visually handicapped children are encouraged to report these items to the Registry on the forms provided.
2. All local districts may contact the Registry for information concerning available materials within the state.
3. The Central Registry will provide school districts with information regarding the availability of the educational material requested. Whenever possible arrangements for the loan and/or exchange of the materials will be made.
4. When materials are no longer of service to visually handicapped children in local school districts they may be returned to the Central Registry, Ohio State Department of Education, Ohio School for the Blind, 5220 North High Street, Columbus, Ohio 43214.
5. There is a volunteer recording unit presently in operation at Central Registry. They are now in a position to make tapes for visually handicapped students throughout the state. All tapes will be recorded 4 track at 1⅞ IPS.
6. Central Registry has information concerning the use of compressed speech and portable Cassette recorders for use with visually handicapped. For additional information write to Central Registry.
7. All requests should be directed to:

   Central Registry Coordinator
   Ohio Department of Education
   Ohio State School for the Blind
   5220 North High Street
   Columbus, Ohio 43214

# FEDERAL PROGRAM — PURCHASE OF TEXTBOOKS AND MATERIALS FOR THE VISUALLY HANDICAPPED

**OHIO DEPARTMENT OF EDUCATION**

**DIVISION OF SPECIAL EDUCATION**

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# FEDERAL PROGRAM

## Purchase of Textbooks and Materials For Blind Children in Public Schools

This program is assigned to the Division of Special Education for the distribution of Federal Aid for materials and tangible apparatus for blind children which is administered through the American Printing House for the Blind, Inc., Louisville, Kentucky.

The original legislation in this field was approved by Congress in 1879 "to promote the education of the blind." The American Printing House for the Blind, Inc. was the agency officially designated to supply educational materials for all blind pupils in the United States.

The original legislation provided for blind children in residential schools. In 1956 this law was amended to provide additional funds and extend eligibility to all blind children regardless of whether enrolled in a residential school program, special public school class or in the regular classroom. This new legislation also provided for a means of registration for all legally blind children and placed the responsibility for this act upon the "chief state school officer of each state."

The following criteria were established in the 1956 legislation:

1. The visual handicap was defined:
   "Central visual acuity of 20/200 or less in the better eye with correcting glasses or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees."
2. All legally blind children registered must be enrolled in public school and under instruction on the first Monday each January.
3. Allocation is determined by the American Printing House for the Blind, Inc. by dividing the annual federal amount appropriated by the total number of children registered that year. Each state's quota amount is credited to the State Department of Education.
4. Books and tangible apparatus are furnished only upon the approval of the certifying state school officer.
5. All children registered as of January in any given year become eligible for materials and books between July 1 of that particular year through June 30 of the following year.

Procedures

1. The Division of Special Education has developed registration procedures for all school districts in Ohio.
2. The Division of Special Education instructs all school districts regarding registration and ordering procedures.
3. A record is kept of all requests for materials requested, loaned or returned.
4. All materials purchased through this program become the property of the Ohio Department of Education.
5. All orders for books and tangible apparatus must be made according to regulation and on the forms supplied by the American Printing House for the Blind.
6. All orders for any materials for blind children should be forwarded to The Division of Special Education, 3201 Alberta Street, Columbus, Ohio 43204 and should not be sent directly to the American Printing House for the Blind, Inc.
7. When materials ordered through this program are no longer of service to blind children in local school districts they should be either registered with or returned to the Central Registry, Ohio State Department of Education, Ohio State School for the Blind, 5220 North High Street, Columbus, Ohio 43214.

# REGISTRATION OF BLIND PUPILS

County____________________ School District____________________

"All pupils registered for these purposes must have central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees." Pupils registered must have been enrolled as of January 2, 1968.

| Child's Name (List Alphabetically) | Birth Date | Grade | Eye Specialist's Report On Degree of Vision WITH CORRECTION | Date of Eye Examination | Is Primarily a Reader of Braille Large Type, or Regular Ink Print (Indicate Which) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Br. | Br. & L. T. | L. T. | L. T. & Ink | Reg. |
| | | | O. D.<br>O. S. | | | | | | |
| | | | O. D.<br>O. S. | | | | | | |
| | | | O. D.<br>O. S. | | | | | | |
| | | | O. D.<br>O. S. | | | | | | |
| | | | O. D.<br>O. S. | | | | | | |
| | | | O. D.<br>O. S. | | | | | | |
| | | | O. D.<br>O. S. | | | | | | |
| | | | O. D.<br>O. S. | | | | | | |
| | | | O. D.<br>O. S. | | | | | | |
| | | | O. D.<br>O. S. | | | | | | |

*Note that distance must be given when "CF" is recorded.

I certify that a copy of the above eye report is on file in my office.

Signed ....................................

Title ....................................

# FEDERAL QUOTA ORDER BLANK

**American Printing House for the Blind, Inc.**

**1839 Frankfort Ave. — Box 6085 — Louisville, Kentucky 40206**

**APH USE ONLY**

Customer No.________________

APH Order No.________________

**CUSTOMER'S USE**

Customer Order No.________________

Order Date________________

**Ship To**________________

**Bill To**________________

Order Approval________________

List each type of material on separate sheets, such as Braille books on one sheet, Talking Books on another, Educational Aids on another, etc. DOUBLE SPACED TYPING, ONLY.

| Quantity | APH Use Only Code | Catalog Number | Description | Unit Price | Net Amount |
|---|---|---|---|---|---|
| | | | | | |

# POLICIES AND REPORTING PROCEDURES ON RESEARCH AND DEMONSTRATION PROJECTS

#6/47

# PHILOSOPHY

The provision for demonstration programs and research projects in all identified areas of special education has been contained in State Board of Education Standards for Special Education since 1962. The underlying assumption behind this provision is that research activities are essential to the improvement and development of services for exceptional children.

This provision makes it possible for the Division to approve units to enable the public schools of Ohio to conduct critical and exhaustive investigations or experimentation into various aspects of special education. Such research activities should lead to new facts, revision in theories or practical application of accepted theories.

This type of activity is basic to the continued dynamic growth of special education and is the only manner in which the schools of Ohio can hope to meet the ever expanding needs of exceptional children in a democratic, suburban, technological society.

School systems should consider the following types of investigations relating to exceptional children:

1. **Status Surveys**—designed to determine present situation, identify trends and changes, or to identify new needs and problems in special education.
2. **Demonstration Projects**—designed to test new theories, experiment with new conclusions or test new ideas in special education.
3. **Research Studies**—designed to determine new relationships or to develop new conclusions or theories in special education.

School districts wishing to apply for approval of special education units for research purposes should submit a written proposal to the Division of Special Education. The proposal should relate to an established or identified area of special education, to an aspect of educational programming for exceptional children or to the development of services for exceptional children.

It is anticipated that proposals will be submitted during the school year to allow for adequate consultation and planning.

# INITIATING PROJECTS

I. **Format —** The proposal should be submitted to the Director, Division of Special Education. It should be typed, double-spaced on one side of 8½ x 11 inch paper. Three copies of the proposal should be submitted.

II. **Duration —** The proposal may request approval for more than one school year. Such requests can be given tentative approval. Under Ohio Law units can only be approved on an annual basis. Subsequent approvals are based on the annual report from the project and application forms for unit approval submitted annually.

III. **Cover Page —** This front page of the proposal should carry the title of the project, the name of the school system, the date of the proposal, the agency to which it is being submitted and the signature of the superintendent of schools.

IV. **Content —**

**Title:** Give a concise but specific description of the project.

**Abstract:** A brief abstract of the proposal not to exceed 300 words in paragraph form should be included on a single, separate page. This should encompass objectives, procedures and unique aspects of the proposed project.

**Problem:** State the problem briefly explaining its significance to special education and to the local school system.

**Related Research:** Briefly review the literature and research related to the proposal. Summarize major trends and issues and identify selected, pertinent items.

**Objectives:** State the purposes to be achieved by the study, the hypotheses to be tested and/or the questions to be answered.

**Procedures:** Describe procedures to be followed in detail. Provide specific information about each of the following when relevant.

PUPILS: Describe the number and characteristics of the pupils and how they will be chosen.

DATA: Indicate what kind of data is to be gathered, how it is to be obtained and when it is to be collected.

ANALYSIS: Indicate how the data will be analyzed to answer the hypotheses or questions.

**Program:** Describe how the goals will be achieved in the operation of the program. Include a discussion of the pertinent classroom practices in such areas as: (1) focus (2) specific educational procedures (3) curriculum (4) innovative aspects of the classroom design or the operational program.

**Staff:** Identify the person directly responsible for conducting the project, his title, and qualifications. List additional staff involved in the project with their titles and qualifications.

**Facilities:** Describe the facilities and equipment that will be needed for the project.

**Budget:** Give a brief financial breakdown of the estimated cost of the project.

**Reporting Procedures:** This should include provision for submission of an annual report to the Division of Special Education by August 1 of each school year.

## REPORTING PROCEDURES

I. **Format** — The report should be typewritten, doublespaced, on standard size 8½ x 11 inch paper. **Ten** copies should be submitted.

II. **Cover Page** — The cover page should include the title of the project, name of the school system, date, signature of the superintendent of schools or his designated representative and the agency to which the report is submitted.

III. **Content** — The first page should include the title, objectives of the study, and staff involved in the project.

The second and subsequent pages should include:

**Criteria for Pupil Selection:**

Pertinent criteria may include academic skills levels, intellectual functioning observed behavior, and other factors such as medical, neurological, psychological and psychiatric evaluations.

**Physical Facilities, Materials, and Equipment:**

These should be discussed as they relate to specialized uses, e. g. use of zoning, materials placement, original uses of normal equipment, specialized program materials, etc.

**Instructional Methods:**

This section might include:
Methods and frequency of groupings for academic instruction, methods used in individual instruction and methods employed in behavioral management.

**Evaluative Procedures:**

Include such procedures as those utilizing objective standardized evaluations, e. g.

(1) Achievement Test Data (individual and group)

(2) Student status including name, birthdate, grade level, intellectual appraisal—including I. Q. test, date of examination.

Include subjective procedures such as:

(1) Teacher evaluations

(2) Summary of adjustment

The above summaries might be included in tables in an appendix if desired.

**Problems Encountered:**

Ongoing problems centering around professional personnel, instructional facilities, parents, and community should be considered.

**Teacher Evaluation of Each Unit:**

This might include strengths, weaknesses and future recommendations in program change noted by the teachers.

**Summary of Major Findings:**

This might include recommendations for future programming.

**Request for Continued Approval**

**Appendices:**

Any necessary tables of evaluation or other pertinent data might be placed in this section.

## SUPPLEMENTARY DATA

Accompanying the year end report the following quantitative analysis would be helpful to the Division of Special Education:

**Number**

____________ Children Screened for Program
____________ Children Placed in Program
____________ Total Hours of Program Time Provided
(Number of Children X Number Hours of Program)
____________ Total Hours Screening Time Required
____________ Total Hours Consultative Staff Time Required
____________ Total Hours Planning Time Required
____________ Total Staff Utilized (include part-time, e.g. one-half time teacher's aide would be reported as .5)

____________ Special Teachers
____________ Teacher Aides
____________ Supervisors
____________ School Psychologists
____________ Clinical Psychologists
____________ Social Workers
____________ Psychiatrists
____________ Physicians
____________ Optometrists

Other, Specify

____________ ____________
____________ ____________

____________ Individual Parent Contacts
____________ Group Orientation Meetings With Parents
____________ Staff Orientation Meetings

# ADMISSION PROCEDURES
# OHIO SCHOOL FOR THE BLIND

## OHIO SCHOOL FOR THE BLIND:

A. Admission

1. Procedures
    - a) All blind children will be referred to the Division of Special Education.
        - 1) All referrals will be made by the school district of residency of the blind child.
        - 2) The Division of Special Education will maintain a central file for all information concerning blind children.
    - b) All blind children referred will be seen by a staff clinic team for evaluation in the following areas:
        - 1) Ophthalmological.
        - 2) Psychological.
        - 3) Educational.
        - 4) Other special areas may be included when additional information is necessary to complete the evaluation.
    - c) The report on each child will be referred to the following committee:
        - 1) Superintendent, Ohio School for the Blind or his designated representative.
        - 2) Director, Division of Special Education.
        - 3) One member will be designated by the Superintendent of Public Instruction.
    - d) The committee recommendations will be submitted to the Superintendent of Public Instruction for appropriate action.
2. Criteria for Admission—Children may be admitted to either a residential or a day school program at the Ohio School for the Blind:
    - a) If they have no vision or if the eye condition is such that vision cannot be used as the chief channel of learning.
    - b) If their calendar age is 5 years by September 1st of the current school year.
    - c) If they are capable of profiting substantially by instruction. This will be determined by the standards adopted by the State Board of Education under Section 3321.05 R.C.
    - d) If they have sufficient physical and social maturity to adjust to the discipline of formal instruction and group living.
3. Placement—Factors that will be considered in placement of children are:
    - a) Availability of a suitable local school program.
    - b) Needs of individual children.
    - c) Parental preference

B. Transfer and Dismissal

1. Procedures:
    - a) All children considered for either dismissal or transfer will be referred to the committee outlined in Section A-1 (c), who after study, for good and sufficient reason may recommend appropriate action.

**Please submit**
**in duplicate**

**Form SE 5.0-2**

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

A

# REFERRAL OF VISUALLY HANDICAPPED CHILD

**To:** S. J. Bonham, Director, Division of Special Education

**From:** ____________________
Name of referring school district

____________________
Mailing Address

**I. Identifying Data**

A. Child's Name ____________________
Last First Middle

B. Sex __________ Birthdate __________ Age ______ yr. ______ mo. Grade __________

C. Parents' Names ____________________
Father Mother

D. Parents' Address ____________________
Number Street City

E. Telephone __________ Date Referred __________

**II. Educational History**

A.

| SCHOOLS ATTENDED | DATES | GRADES |
|---|---|---|
| | | |
| | | |
| | | |

B. Please attach copy of educational history, summary of marks and record of standardized group test results.

C. If child is not in school now give reasons: ____________________

____________________

____________________

**III. Previous Studies: (Check)**

A. Psychologist __________
B. Physician __________
C. Clinic __________
D. Psychiatrist __________
E. Health Department __________
F. Juvenile Court __________
G. Neurologist __________
H. Other __________

Please attach copy of report of any previous study indicated above. If not available include name and address of person conducting study.

**IV. Purpose of Referral:** ____________________

____________________

____________________

**Signature of Superintendent or Designated Representative:**

____________________
Date Title Signature

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

S. J. Bonham, Director

B

# EYE EXAMINATION REPORT

---

Name________________ Address ________________

School________ City________ Grade________ Birth date________ Sex________

Visual acuity
without glasses: O. D.________ Near O. D.________________Point
Snellen (20 ft.)
O. S.________ Near O. S.________________Point

Correction giving
best vision: O. D.________ Near O. D.________________Point
O. S.________ Near O. S.________________Point

History:

Examination:

Diagnosis:

Recommendations for care:

Is the condition stationary?

Examiner ________________

Professional Title________________

Address ________________
(street)

City ________________
(city)

Date of Examination________________

**Please return in duplicate**

**STATE OF OHIO**
**DEPARTMENT OF EDUCATION**
**COLUMBUS 43215**

**MARTIN ESSEX**
**SUPERINTENDENT OF**
**PUBLIC INSTRUCTION**

**S. J. BONHAM, JR., DIRECTOR**
**DIVISION OF SPECIAL EDUCATION**
**3201 ALBERTA STREET**
**COLUMBUS, OHIO 43204**

**To:** All City, County, Exempted Village and Local Superintendents

**From:** S. J. Bonham, Jr., Director, Division of Special Education

**Re:** Referral of **Blind** Children for Educational Programming

In accordance with State Board of Education policy the Division of Special Education and the Ohio State School for the Blind are providing evaluation clinics for blind children. Your cooperation is needed to aid in the identification of children needing such services. Please list below the names of any blind children in your district who do not attend either the public school classes or the Ohio State School for the Blind. This information should then be returned to the Division of Special Education, 3201 Alberta Street, Columbus, Ohio 43204 — Attention of S. J. Bonham, Jr.

| NAME OF CHILD | DATE OF BIRTH | PARENTS' NAME | ADDRESS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Reported by ____________________

Address ____________________

____________________

Date____________________

# ADMISSION PROCEDURES
# OHIO SCHOOL FOR THE DEAF

## OHIO SCHOOL FOR THE DEAF:

A. Admission

1. Procedures
    - a) All deaf and all deaf-blind children will be referred to the Division of Special Education.
        - 1) All referrals will be made by the school district of residency of the deaf or deaf-blind child.
        - 2) The Division of Special Education will maintain a central file for all information concerning deaf children.
    - b) All deaf children referred will be seen by a staff clinic team for evaluation in the following areas:
        - 1) Otological
        - 2) Audiological
        - 3) Psychological
        - 4) Educational
        - 5) Other special areas may be included when additional information is necessary to complete the evaluation.
    - c) The report on each child will be referred to the following committee:
        - 1) Superintendent, Ohio School for the Deaf or his designated representative.
        - 2) Director, Division of Special Education.
        - 3) One member will be designated by the Superintendent of Public Instruction.
    - d) The committee recommendations will be submitted to the Superintendent of Public Instruction for appropriate action.

2. Criteria for Admission — Children may be admitted to either a residential or a day school program at the Ohio School for the Deaf:
    - a) If they have a severe through profound hearing loss in the speech range. This is a 60 decibel or more loss in the better ear.
    - b) If their calendar age is 4 years 6 months by September 1st of the current school year.
    - c) If they are capable of profiting substantially by instruction. This will be determined by the standards adopted by the State Board of Education under Section 3321.05 R. C.
    - d) If they have sufficient physical and social maturity to adjust to the discipline of formal instruction and group living.

3. Placement—Factors that will be considered in placement of children are:
    - a) Availability of a suitable local school program.
    - b) Needs of individual children
    - c) Parental preference

B. Transfer and Dismissal

1. Procedures:
    - a) All children considered for either dismissal or transfer will be referred to the committee outlined in Section A-1 (c), who after study, for good and sufficient reason may recommend appropriate action.

**Form SE 01-02S**
**Submit in Duplicate**

**Form SE 2.2**

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# REFERRAL OF DEAF CHILD

To: S. J. Bonham, Director, Division of Special Education

From: ____________________

Name of referring local school district

____________________

Mailing address

I. **Identifying Data**

A. Child's Name ____________________
Last First Middle

B. Sex __________ Birthdate __________ Age __________
Yr. Mo.

C. Parents' Names ____________________
Father Mother

D. Mailing Address ____________________
No. Street City

E. Telephone __________ Date Referred __________

II. **Educational History**

A. **Schools Attended** **Dates** **Grades**

____________________

____________________

____________________

B. If child is not in school now give reasons: ____________________

____________________

____________________

C. Standardized group test results:

| **Mental Ability** | **Achievement** |
|---|---|
| Test __________ | Test __________ |
| Date __________ | Date __________ |
| Results __________ | Results __________ |

III. **Previous Studies:** (check)

A. Psychologist __________
B. Physician __________
C. Clinic __________
D. Neurologist __________
E. Health Department __________
F. Juvenile Court __________

* Please attach copies of reports of any study checked.

IV. **Purpose of Referral:** ____________________

____________________

V. Signature of Superintendent or Designated Representative:

__________ __________ __________
Date Title Signature

**OHIO DEPARTMENT OF EDUCATION**

**DIVISION OF SPECIAL EDUCATION**

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

S. J. BONHAM, JR., DIRECTOR

# OTOLOGIST'S REPORT

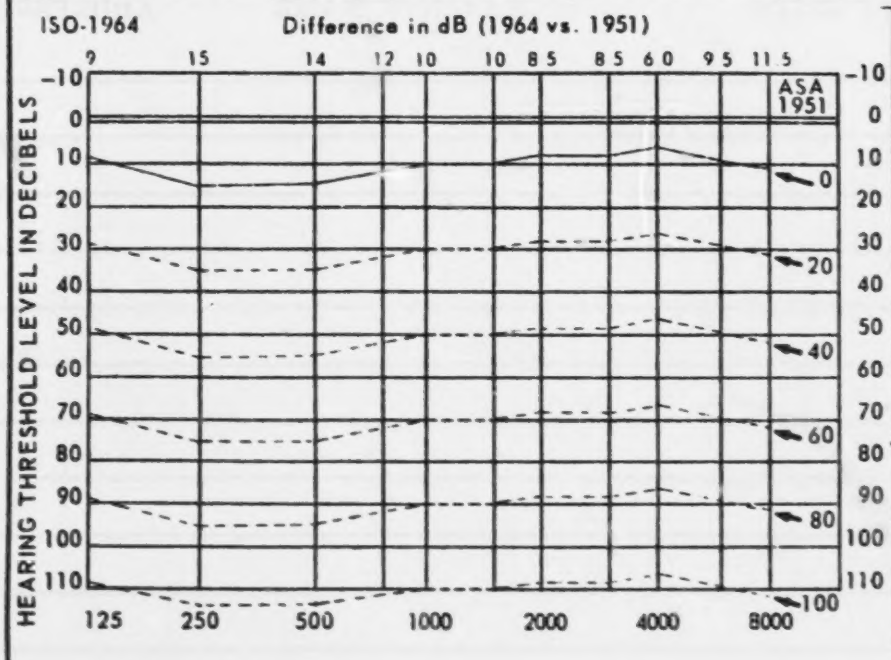
______________________ (Name of Child) ______________________ (School District) ______________________ (Birth Date)

**History (Birth, Developmental, and Medical):** ______________________

**Ear, Nose and Throat Examination** ______________________

**Diagnosis** ______________________

**Medical Recommendation** ______________________



**Ave. Pure Tone Hearing Loss (500 - 2000 cps)**

| | Left | Right |
|---|---|---|
| AC | db | db |

**Thresholds**

| Left | Right | Field |
|---|---|---|
| db | db | db |
| db | db | db |

This audiogram is plotted on the basis of:

☐ 1964 ISO reference thresholds

☐ 1951 ASA reference thresholds

(Check one of these squares)

Readings obtained on an audiometer calibrated to the 1951 ASA thresholds may be converted to, and plotted as, "Hearing Threshold Levels" based on the 1964 ISO reference thresholds by adding the appropriate "Difference in dB" at each frequency. To convert readings based on the 1964 ISO reference thresholds to readings based on the 1951 ASA reference thresholds, subtract the "Difference in dB".

**Examiner** ______________________

**Professional Title** ______________________

**Address** ______________________ (Street) (City) (State)

**Date of Examination** ______________________

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

**To:** All City, County, Exempted Village and Local Superintendents

**From:** S. J. Bonham, Jr., Director, Division of Special Education

**Re:** Referral of Deaf Children for Educational Programming

In accordance with State Board of Education policy the Division of Special Education and the Ohio School for the Deaf are providing evaluation clinics for deaf children. Your cooperation is needed to aid in the identification of children needing such service. Please list below the names of any deaf children in your district who do not attend either public school classes or the Ohio School for the Deaf. This information should then be returned to the Division of Special Education, 3201 Alberta Street, Columbus, Ohio 43204—Attention of S. J. Bonham, Jr.

| NAME OF CHILD | DATE OF BIRTH | PARENTS' NAME | ADDRESS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Reported by ______________________

Address ______________________

______________________

Date______________________

# PROCEDURES FOR PRE-APPROVAL OF UNITS

OHIO DEPARTMENT OF EDUCATION
**DIVISION OF SPECIAL EDUCATION**
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

**TO:** SUPERINTENDENTS:
County, Local, Exempted Village and City School Districts

**FROM:** S. J. Bonham, Jr., Director, Division of Special Education

**RE:** **REQUESTS FOR ADDITIONAL SPECIAL EDUCATION UNITS**
SCHOOL YEAR 1968-69

Attached to this memorandum is a form for indicating your plans for special education units for the school year 1968-69. From the information you submit, allotments of available state funds will be made.

In order that we may confirm to you this spring the units that will be approved within the Foundation Program, the following information is needed.

Column 1: The actual number of units approved and in operation for the current school year, in each of the categories listed.

Column 2: The number of units you plan to close out at the end of this school year and which will not be continued next year.

Column 3: The number of new units you plan to initiate for the 1968-69 school year.

Column 4: The total number of units requested for the 1968-69 school year.

The attached form should be returned to the Division of Special Education by **March 1, 1968.** The data will be compiled and analyzed and we hope to be able to notify you by April 1, 1968, of the number of units for which you can expect approval within the Foundation Program. It is hoped that this early notification will assist you in the important responsibility of staffing additional units.

Please feel free to contact the Division of Special Education if you have any question concerning this procedure.

SJB:rf

Enclosure

cc: Dr. Wayne M. Carle

**Submit in triplicate**
**before March 1, 1968**

**Form SE-P1.0**
**1/68**

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## PRE-APPROVAL OF SPECIAL EDUCATION UNITS

1968-69 School Year

| | (1) Approved Units 1967-68 | (2) Units To Be Discontinued 1968-69 | (3) Units To Be Added 1968-69 | (4) Total Units Requested 1968-69 |
|---|---|---|---|---|
| DEAF | | | | |
| HARD OF HEARING | | | | |
| VISUALLY HANDICAPPED | | | | |
| CRIPPLED | | | | |
| NEUROLOGICALLY HANDICAPPED | | | | |
| EMOTIONALLY HANDICAPPED<br>Residential | | | | |
| Day School | | | | |
| EDUCABLE MENTALLY RETARDED<br>Primary | | | | |
| Intermediate | | | | |
| Junior High School | | | | |
| Senior High School | | | | |
| SPEECH & HEARING THERAPY | | | | |
| CHILD-STUDY<br>School Psychologist | | | | |
| Intern Psychologist | | | | |

Please discuss the need or justification for expansion of special education programs or services. This information should be provided on the back of this form in each area for which you have requested additional units.

School District ____________________ County ____________________

Superintendent's Signature ____________________ Date ____________________

**OHIO DEPARTMENT OF EDUCATION**

**DIVISION OF SPECIAL EDUCATION**

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

School District______________________________ County_______________

## ALLOCATION OF UNITS, 1968-69 SCHOOL YEAR

| | Additional Units Allocated 1968-69 | Total Units Allocated 1968-69 |
|---|---|---|
| 1. DEAF | | |
| 2. HARD OF HEARING | | |
| 3. VISUALLY HANDICAPPED | | |
| 4. CRIPPLED | | |
| 5. NEUROLOGICALLY HANDICAPPED | | |
| 6. EDUCABLE MENTALLY RETARDED | | |
| a. Primary | | |
| b. Intermediate | | |
| c. Junior H. S. | | |
| d. Senior H. S. | | |
| e. __________ | | |
| 7. EMOTIONALLY HANDICAPPED | | |
| a. Residential | | |
| b. Day School | | |
| 8. CHILD-STUDY | | |
| a. School Psychologist | | |
| b. Intern Psychologist | * | * |
| 9. SPEECH AND HEARING THERAPIST | | |
| TOTAL SPECIAL EDUCATION UNITS | | |

*Intern Psychologists Units will be approved if the placement of the intern unit is made by an approved university and approved by the Division of Special Education.

# SPECIAL EDUCATION INSTRUCTIONAL MATERIALS PROJECT

70/71

# SPECIAL EDUCATION INSTRUCTIONAL MATERIALS PROJECT

**Beginning July 1, 1967 the Division of Special Education entered into a contract with the Regional I.M.C. at Michigan State University to provide consultant services to Ohio Schools as part of a national network being developed by the U.S. Office of Education. Martha Venturi is on this contract, which runs through July 1, 1969.**

**On the basis of our first year of experience in this area the following conclusions have been reached.**

1. **The I.M.C. concept is a viable concept for the improvement of instruction for handicapped children. It is a very acceptable, desirable, non-threatening and effective approach to classroom teachers.**
2. **The entire field of educational media is being stimulated by federal programs and the national network of centers covering the entire nation.**
3. **Teachers of handicapped children**
    - **a. Usually select their own materials**
    - **b. Need professional help in this selection**
    - **c. Want to see materials**
    - **d. Wish to have them demonstrated by an expert**
    - **e. Are unwilling to travel miles to visit a center.**

***Therefore, the value of the instructional materials project is not in the collection of materials in a center, but in the professional personnel working directly with teachers in their own school districts.***

**Recommendations approved as of May 1, 1968 for implementation this school year are as follows:**

1. **Establish an associate Instructional Materials Center within the Division of Special Education. This Center will be an associate of the USOE/MSU Center and be a part of the national Instructional Materials Center network.**
2. **Select one area of the state to be a demonstration area for this pilot project. Solicit a Title VI proposal from cities and local school districts in the region for a center to be housed at a teacher training institution.**
3. **Develop an extensive in-service training program for teachers within the region to increase awareness and utilization of instructional materials with handicapped children.**
4. **Provide other supportive services for this region (library service for curriculum materials; newsletter; and evaluation of materials).**
5. **Identify teachers with leadership qualities to be local resource persons in instructional materials.**

**As a result of further exploration of these recommendations the following plan has emerged.**

I. Establish an IMC in the Division of Special Education to:
   a. Serve as resource for the professional staff of the Division.
   b. Coordinate with activities of Michigan as a satallite center.
   c. Coordinate with activities of OSSB center for visually handicapped and educational media for the deaf.
   d. Coordinate activities of Centers throughout the State of Ohio.
   e. Assist continuous development through institutes, seminars, etc., for center staff and selected teachers throughout Ohio.

II. Encourage school districts to establish IMC centers under Titles II, III and/or VI.
   a. Should serve a metropolitan area or county or a complex of rural counties.
   b. Should serve a region or area and include a number of school districts.
   c. Should include, where feasible, a university with special education program.
   d. Should focus on staff to work in the schools.

III. Encourage development of other components to expand IMC to Special Education Programming Center.
   a. Regional Planning and program development.
   b. Diagnostic Services and educational evaluation.
   c. Instructional supervision and program coordination.
   d. Pre-service and in-service education of teachers.
   e. Coordination of services with private and public agencies.

# PUBLIC LAW 85-926, AS AMENDED, PREPARATION OF PROFESSIONAL PERSONNEL IN THE EDUCATION OF HANDICAPPED CHILDREN

**STATE OF OHIO**
**DEPARTMENT OF EDUCATION**
**COLUMBUS 43215**

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

# THE FULL-TIME SUMMER GRANT PROGRAM FOR THE PREPARATION OF PROFESSIONAL PERSONNEL IN SPECIAL EDUCATION

Public Law 85-926, As Amended

## PURPOSE OF THE PROGRAM:

The purpose of this program is to encourage and aid teachers and supervisors in approved Special Education Programs to complete the pattern of training for certification in the areas of educable mentally retarded, hearing handicapped, visually handicapped, orthopedically handicapped, and preparation of supervisors of special education

## DESCRIPTION OF THE PROGRAM:

Teachers and Supervisors who apply and are accepted for this program will not be required to pay tuition and will be granted a stipend of $75 per week for the duration of the summer session at an acceptable college or university. No allowance will be made for dependents, textbooks, materials, etc.

The university will receive a grant of $75 per week per person to cover tuition and support of the program through a direct payment from this office.

Applicants will be expected to attend the college or university for a summer session as determined by that institution. A list of Ohio colleges and universities having approved training programs for the purposes of this grant program is attached.

Only courses within the certification pattern can be accepted for eligibility as a trainee under this grant program.

## CRITERIA FOR APPLICATION:

In order to be considered for the Full-Time Summer Traineeship Program, the applicant must meet the following requirements:

1. Is a citizen or national of the United States or is in the United States for other than a temporary purpose and intends to become a permanent resident.
2. Holds a valid Ohio teaching certificate.
3. Is currently teaching or supervising in an approved special education unit or program in Ohio.

4. Has completed at least one course in the certification pattern in the area of educable mentally retarded. No course work in the certification pattern is necessary for applicants of the hearing impaired, visually handicapped, orthopedically handicapped and supervisory traineeship grants.
5. Is not currently receiving any other direct Federal Education assistance nor has received an undergraduate scholarship under the program for training teachers of the Deaf, Public Law 87-276. (Loans under the National Defense Education Act of 1958 are excluded from this provision.)
6. Has not completed certification requirements in the area for which traineeship has been applied.

## SUBMISSION OF APPLICATION:

Application must be submitted to the Division of Special Education, 3201 Alberta Street, Columbus, Ohio 43204, prior to March 1, 1968.

The applicant must also submit the following:

1. A letter of recommendation from the Superintendent of Schools in the district in which he is presently employed.
2. Evidence of acceptance as a student at the college or university where training is to be taken.
3. Transcript or true copy of course work taken in the certification pattern to date.

## NOTIFICATION OF APPROVAL:

Application must be submitted to The Division of Special Education, 3201 Alberta Street, Columbus, Ohio 43204, prior to March 1, 1968.

All applicants will receive notification by letter as to whether they have been selected as a recipient of the full-time summer traineeship.

## PAYMENT OF STIPEND:

Recipients of the Full-Time Summer Traineeship will receive their stipend upon completion of their course work. An official record of the summer course work from the college or university **must be** sent to this office before payment will be made.

## PAYMENT OF SUPPORT GRANT:

Support grant payments to the institutions of higher learning will be made after the completion of the summer term.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

# APPLICATION FOR FULL-TIME SUMMER GRANT PROGRAM FOR THE PREPARATION OF TEACHERS IN SPECIAL EDUCATION

Pubic Law 85-926, As Amended

**Procedure of applying:**

1. Complete the personal data sheet. (Application Form)
2. Sign and have notarized the affidavit.
3. Have the designated representative of the university at which you have been accepted sign the form in the appropriate space.
4. Request a written letter of recommendation from your superintendent and attach it to the application form.
5. Attach a transcript (or true copy) showing all courses that you have completed to date.
6. Submit the application form and all other requested data to:

Division of Special Education
3201 Alberta Street
Columbus, Ohio 43204

prior to March 1

# STATE OF OHIO
# DEPARTMENT OF EDUCATION
## COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

# APPLICATION FORM

## FULL TIME SUMMER GRANT PROGRAM FOR THE PREPARATION OF TEACHERS IN SPECIAL EDUCATION

1. AREA OF APPLICATION: ____HEARING IMPAIRED ____VISUALLY HANDICAPPED ____ORTHOPEDICALLY HANDICAPPED ____EDUCABLE MENTALLY RETARDED ____SUPERVISORY
(Please check the appropriate area)

2. NAME: Mr. Mrs. Miss ____ ____ Date of Birth ____

3. Marital Status ____ Number of Dependents ____

Is Spouse Employed ____ Employer ____

Type of Work ____

4. Permanent Address: Street ____ Phone No. ____

City ____ State ____ Zip Code ____

5. Social Security Number ____ Salary ____

6. School System ____ County ____

7. Name of School in Which You Teach ____

8. Teaching Experiences: Total Years Taught ____ Special Education ____

9. Type of Teaching Certificate(s) Held ____ Certif. No. ____

____ ____

10. Name of University at Which You Have Been Accepted ____

11. Summer Session You Plan to Attend ____ No. of Weeks ____

12. List the Course Number and Title of Courses in Which you Expect to Enroll

| Number | Title |
|---|---|
| | |
| | |
| | |
| | |
| | |

# AFFIDAVIT

13. I do hereby swear that I ______________________________

(1) am a citizen or national of the United States of America, or am in the United States for other than a temporary purpose and intend to become a permanent resident;

(2) am not currently receiving any other direct Federal Educational benefit (other than a loan under the National Defense Education Act of 1958);

(3) as an undergraduate have not received an award under this program previously nor have received an undergraduate scholarship under the program for training teachers of the Deaf (under Public Law 87-276).

I do also signify that all data contained on this application is, to the best of my knowledge, correct.

______________________________
(Signature)

______________________________(Notarized)

---

## 14. TO BE COMPLETED BY UNIVERSITY OFFICIAL

I certify that the above named applicant is an accepted student at ______________________________.

______________________________
(Name of University)

______________________________
(Signature)

______________________________
(Designated University Official)

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

## UNIVERSITIES ACCEPTING SUMMER TRAINEESHIP STUDENTS UNDER P. L. 85-926, As Amended

| AREA OF AWARD | UNIVERSITY | CONTACT PERSON |
|---|---|---|
| Educable Mentally Retarded | Ashland College | Dr. Arthur B. Gorsuch |
| | Bowling Green State University | Dr. Darrel Minifie |
| | Case-Western Reserve University | Dr. James F. McGettigan |
| | Central State University | Dr. Warren Nelson |
| | Kent State University | Dr. Louis A. Fliegler |
| | Miami University | Mr. Dean O. Hoops |
| | Ohio State University | Dr. Orville Johnson |
| | Ohio University | Dr. Daniel Peterson |
| | University of Akron | Dr. Robert Myers |
| | University of Cincinnati | Dr. Donald Zemanek |
| | University of Dayton | Dr. Simon Chavez |
| | University of Toledo | Dr. Lois Hodgson |
| | Youngstown University | Dr. Joseph F. Swartz |
| Hearing Handicapped | Kent State University | Dr. Louis A. Fliegler |
| | Ohio State University | Dr. Orville Johnson |
| | University of Cincinnati | Dr. Donald Zemanek |
| Visually Handicapped | Ohio State University | Dr. Orville Johnson |
| | Bowling Green State University | Dr. Darrel Minifie |
| Orthopedically Handicapped | Ohio State University | Dr. Orville Johnson |
| | Bowling Green State University | Dr. Darrel Minifie |

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

Re: Certificate of Completion
Full-Time Summer Grant Program

Date:____________________

**I, the undersigned trainee, have fulfilled the requirements for the full-time summer traineeship program, P. L. 85-926, as amended, and have submitted an official grade slip as evidence of the fulfillment of this obligation.**

____________________________
**(Signature of Applicant)**

**DO NOT WRITE BELOW THIS LINE**

**I certify that ________________________ has completed the requirements designated under P. L. 85-926, as amended, and is eligible to receive a stipend of $____________________.**

____________________, **Director**
**Division of Special Education**

____________________________
**Superintendent of Public Instruction**

**PLEASE SUBMIT IN DUPLICATE**

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

Enclosed are materials that **must** be completed in order to insure payment of the stipend awarded for your summer traineeship under P. L. 85-926, as amended.

All three copies of your claim form must be completed. Two copies must be signed and returned to this office upon completion of the summer session which you attend. One copy should be retained for your files. **AN OFFICIAL UNIVERSITY GRADE SLIP MUST ACCOMPANY THE FORMS** to serve as proof of the fulfillment of your obligation and permit payment of the stipend. This will assist us in getting your stipend to you as quickly as possible.

Please allow from two to four weeks for the receipt of your stipend payment after returning the grade slip and certificate of completion forms to this office.

If you have any questions, please feel free to contact this office.

Yours sincerely,

S. J. BONHAM, JR., Director
*Division of Special Education*

SJB/slr
Enclosure

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

Enclosed is the check for payment of your stipend as a summer trainee under P. L. 85-926, as amended. The Ohio Department of Education, Division of Special Education, is pleased to have been able to make these summer traineeships available to you and other teachers of handicapped children in Ohio.

It is my hope that as a result of the course work taken under the summer traineeship you not only will have grown professionally, but also will be able to provide a better educational opportunity for the handicapped children in your class.

Best wishes for a successful school year.

Yours sincerely,
S. J. BONHAM, JR., Director
*Division of Special Education*

SJB/slr
Enclosure

SE 926.31
4/66

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

Re: Certificate of Completion
Special Study Institute Program

Date: ______________________________

I, the undersigned institute trainee, have fulfilled the requirements for the Special Study Institute Program under P. L. 85-926, as amended, and have been in attendance for ________ days of the Institute Program as evidence of the fulfillment of this obligation.

______________________________
(Signature of Trainee)

---

**DO NOT WRITE BELOW THIS LINE**

I certify that ______________________________ has completed the requirements designated under P. L. 85-926, as amended, and is eligible to receive a stipend of $15.00 per day for each day of attendance for a total stipend of $________.

______________________________
Institute Director

______________________________, Director
Division of Special Education

______________________________
Superintendent of Public Instruction

**PLEASE SUBMIT IN DUPLICATE**

**SUBMIT FIVE COPIES**

Rev. 12/66
SE 926.3 I

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

# CONTRACT

This is to confirm the terms of an agreement between ______________ ________________________________ and the Division of Special Education for your services at the Special Study Institute, ____________________ ________________________________________ supported by funds under P. L. 85-926, as amended.

It is agreed that:

It is agreed that the payment for the services performed shall be in accordance with this contract in an amount of ______________, to be paid upon the completion of the above named Institute.

| | |
|---|---|
| ____________________<br>(Date) | ______________________________ |
| ____________________<br>(Date) | ______________________________<br>S. J. Bonham, Jr., Director<br>*Division of Special Education* |
| ____________________<br>(Date) | ______________________________<br>Martin W. Essex<br>*Superintendent of Public Instruction* |

# FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER TITLE VI-A ESEA, PUBLIC LAW 89-10, AS AMENDED

**OHIO DEPARTMENT OF EDUCATION**
**DIVISION OF SPECIAL EDUCATION**
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# INSTRUCTIONS
## for Preparing Prospectus for Title VI Project

## GENERAL INSTRUCTIONS

1. Please read ALL instructions BEFORE filling out the Prospectus.
2. Typewriter must be used for preparing the Prospectus.
3. Make an entry for every item in the Prospectus. If an item is not applicable, enter "N.A.".
4. Submit twelve (12) copies of the Prospectus. (These copies are necessary for the Review Panel.)

## SPECIFIC INSTRUCTIONS

### GENERAL

1. Applicant—Enter the legal name of the applying educational agency. In cooperative projects, this should be the educational agency which has been designated as the administrative and fiscal agent for this project.
2. Cooperative Project — Yes ___ No ___. If this project is a cooperative venture (yes X) between two or more educational agencies, the Certification for Participation in Cooperative Projects form must be completed. If the project is not a cooperative one (no X), DO NOT submit the Certification for Participation in Cooperative Projects form.
3. Mailing Address — Enter the mailing address of the Applicant.
4. Authorized Representative — The Authorized Representative is the person authorized by the Applicant to submit this Prospectus.
5. Title of Project — Self explanatory.
6. Type of Handicap — Choose from the following designations: Trainable Mentally Retarded, Educable Mentally Retarded (Slow Learning), Hard of Hearing, Deaf, Speech Impaired, Visually Handicapped, Seriously Emotionally Disturbed, Crippled, Other Health Impaired (Neurologically Handicapped, etc.—Specify). If this project is designed to meet the needs of children with a specific combination of handicaps, for example: speech impaired, hard of hearing children or slow learning, crippled children, or slow learning, deaf children, etc. — list *both* handicaps with the *major handicapping condition first.*
7. Educational Level—Use one of the following designations: Pre-school, Elementary (including kindergarten), Secondary.
8. Project Duration — *Beginning date* to *Ending date.*
9. Total Amount Requested—Enter the total amount of money requested for this Title VI Project.
10. Other Fund Sources Yes ___ No ___. Is this Title VI Project a part of a larger project to be partially funded through other sources?
11. Source ____________________ Amount ________. If this project is a part of a larger project to be partially funded through other sources, specify the scource and amount.
12. Brief description of Purposes, Procedures, and Evaluation Design—If this Title VI Project is a part of a larger project to be partially funded through other sources, the following section should

*describe* the *Title VI program* and indicate its *relationship* to the *total program. Make Special Note of Those Features of Your Program Which Are Unique or Innovative.*

a. Purposes: What do you expect to do for handicapped children through this program?

b. Procedures: How do you propose to accomplish these purposes? Describe, where applicable.

1. Eligibility of Participants—What criteria will be used to determine eligibility of participants for this program?

   *Note:* State Board of Education Program Standards will be utilized in the approval of programs and projects as they relate to class size, age range, and eligibility of students. Any exceptions from the utilization of these Standards must be justified in terms of the nature of the program to be operated.

2. Implementation—Describe your plans for working with the participants.
3. Staff Improvement—In-service training, conferences, etc.
4. Facilities—If available, what will be used? If not, describe need and plans to meet that need.
5. Equipment
6. Materials

c. Evaluation Design: How will you determine the degree to which your purposes were accomplished?

## ESTIMATED EXPENDITURES FOR PROGRAMS AND PROJECTS

13. Project Duration
    a. School Year—Include money spent on programs conducted during the school year only.
    b. Summer—Include money spent on programs conducted during the summer only.
    c. Combination—Include money spent on programs conducted during both the school year and the summer.

14. Type of Service—Self explanatory.

15. Type of Program—Self explanatory.

16. Area of Expenditure—Remodeling: Present funding under Title VI eliminates construction or major remodeling, but, where necessary, minor remodeling such as temporary partitions, adding storage space, etc. could be considered for funding.

17. Educational Level—More Than One Level: DO NOT use this designation unless your project spans more than one educational level.

18. Pupils to be Served—Include children expected to receive special instruction, diagnostic service, counseling, transportation, etc. DO NOT include children to benefit only indirectly from programs and projects such as instructional materials centers, staff improvement, planning activities, etc.

19. Personnel—"More Than One" (in the table of handicapping conditions) refers to personnel serving in more than one area of the handicapped, such as, psychologists, social workers, supervisory personnel, etc.

## PROFILE OF TITLE VI ACTIVITIES AND SERVICES

20. If additional or different services are planned, specify under "Other" headings.

Submit twelve (12) copies of the Prospectus.

DO NOT WRITE IN
THIS SPACE

OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## PROSPECTUS FOR TITLE VI PROJECT

### GENERAL

| | |
|---|---|
| 1. Applicant—legal name of agency<br>2. Cooperative project yes______ no______ | 5. Title of Project |
| 3. Mailing Address<br>Number Street<br>City County Zip | 6. Type of Handicap ______<br>7. Educational Level ______<br>8. Project Duration ______ to ______ |
| 4. Authorized Representative<br>Name ______<br>Title ______<br>Phone ______ Area Code Number | 9. Total Amount Requested $______<br>10. Other Fund Sources Yes______ No______<br>11. Source ______<br>Amount ______ |

### PROGRAM

12. Brief Description of Purposes, Procedures, and Evaluation Design:

## INFORMATION REQUIRED FOR THE U. S. OFFICE OF EDUCATION

### ESTIMATED EXPENDITURES FOR PROGRAMS AND PROJECTS

Please give, for each of the five categories below (13 through 17), the estimated breakdown of the total amount requested for your Title VI Project. Each of the five categories represents a separate designation of these funds and, therefore, the total amount within each category would equal the total amount requested for your Title VI Project. For example, if yours is a $10,000 project, the sum of the items in *each* category would equal $10,000.

13. Project Duration
    a. School Year (Only) $____________
    b. Summer (Only) $____________
    c. Combination (School Year and Summer) $____________

14. Type of Service
    a. Educational Services (Teaching, including teacher aides, instructional materials, remodeling classrooms, etc.) $____________
    b. Related Services (Diagnostic, transportation, speech therapy, etc.) $____________
    c. Staff Improvement (In-service training, conferences, etc.) $____________

15. Type of Program
    a. Program Initiation (including pilot projects, new services, innovative programs, etc.) $____________
    b. Program Expansion and Improvement (including additional classroom units, etc. in areas where there are existing programs) $____________

16. Area of Expenditure
    a. Personal-Service (Staff, employee benefits, etc.) $____________
    b. Equipment and Materials $____________
    c. Remodeling $____________

17. Educational Level
    a. Pre-school $____________
    b. Elementary (including kindergarten) $____________
    c. Secondary $____________
    d. More than One Level (Psychologists, supervisors, and other personnel whose responsibility extends to more than one level) $____________

### ESTIMATED NUMBER OF PUPILS AND PERSONNEL

18. Pupils to be Served
    a. Estimate, by *major handicapping condition,* the number of children to be served.

| Trainable Mentally Retarded | Educable Mentally Retarded | Hard of Hearing | Deaf | Speech Impaired | Visually Handi-capped | Seriously Emotionally Disturbed | Crippled | Other Health Impaired | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

## ASSURANCES AND CERTIFICATION

The Applicant Assures the Ohio Department of Education, Division of Special Education That:

a. Other educational agencies (public and private) concerned with educating handicapped children were involved in the development of this Project and that there are appropriate opportunities for children enrolled in private schools to participate in it.

b. The Applicant will retain title to and administrative control of property acquired with Title VI funds even though it may be placed on private school premises.

c. The Applicant will prepare and provide access to such financial and other reports as are deemed necessary and desirable.

d. The Applicant will open its program for review by other educators and will participate in the dissemination of information relative to its Title VI project.

e. The amounts of non-federal funds expended for schools operated or supported by this agency will be maintained at the same level as they would have been maintained if no project had been approved for these schools.

I hereby certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Date__________________ Superintendent's Signature__________________

b. Of the total children reported in 16 a. above, what per cent are expected to be from private schools? ________%

19. Personnel

a. Estimate for each of the categories below the number of personnel you expect to be employed under this Project.

Teachers________ Teacher Aides________ Other Professional Personnel________

b. Estimate, by *major handicapping condition* of the *child served,* the number of *Professional Staff* expected to receive *training* or *services* under this Project.

| More Than One | Trainable Mentally Retarded | Educable Mentally Retarded | Hard of Hearing | Deaf | Speech Impaired | Visually Handi-capped | Seriously Emotionally Disturbed | Crippled | Other Health Impaired | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |

## PROFILE OF TITLE VI ACTIVITIES AND SERVICES

20. Indicate with a *check mark* the kinds of activities and services you expect to be conducting under this Project:

### TYPE OF HANDICAPPED CHILD TO BE SERVED

| TYPE OF ACTIVITY | Trainable Mentally Retarded | Educable Mentally Retarded | Hard of Hearing | Deaf | Speech Impaired | Visually Handi-capped | Seriously Emotionally Disturbed | Crippled | Other Health Impaired | Muliple Handi-capped |
|---|---|---|---|---|---|---|---|---|---|---|
| Instruction | | | | | | | | | | |
| Diagnostic Services | | | | | | | | | | |
| Pre-school Services | | | | | | | | | | |
| Speech & Hearing | | | | | | | | | | |
| Work-Study Programs | | | | | | | | | | |
| Trans-portation | | | | | | | | | | |
| Other (Specify) | | | | | | | | | | |
| Other (Specify) | | | | | | | | | | |

## CERTIFICATION FOR PARTICIPATION IN COOPERATIVE PROJECT

### CERTIFICATION OF PARTICIPATING EDUCATIONAL AGENCIES

Each of the undersigned CERTIFIES that, to the best of his knowledge, the information contained in this Prospectus is correct and complete and that the agency which he represents has authorized that this Prospectus be filed. The participating agency named below has been designated as the administrative and fiscal agent for this project. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased for this project with Title VI funds.

A. Agency Designated Administrative and Fiscal Agent for this Project — legal name:

B. Participating Agency—legal name

Mailing Address

Number Street

City County Zip

Authorized Representative

Name

Title

Date

Suprintendent's Signature

C. Participating Agency—legal name

Mailing Address

Number Street

City County Zip

Authorized Representative

Name

Title

Date

Suprintendent's Signature

### NUMBER OF CHILDREN IN PARTICIPATING AGENCIES

| | Number of children expected to *Participate* in this project enrolled in educational agencies listed in above certifications | *Total* School *Enrollment* including non-handicapped children in educational agencies listed in above certifications |
|---|---|---|
| Certification | Number of Children | Number of Children |
| Agency A | | |
| Agency B | | |
| Agency C | | |
| Total | | |

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# Instructions
## for Preparing Application for Title VI Project

1. Typewriter must be used for preparing the Application.
2. Make an entry for every item in the Application. If an item is not applicable, enter "N.A."
3. Please complete the Application BEFORE completing the Resume. Much of the data requested for the Resume Section 3. (Summary of Project Data) is included in the Application. Such items are marked. For example: The data requested on the Resume in *3.* (Summary of Project Data) *a.* (Number & Type of Participants) *1.* (Children) is found on page 3 of the Application in 4. HANDICAPPED CHILDREN TO BE SERVED UNDER THIS TITLE VI PROJECT in the *Total* of Children Served by Age. It is marked accordingly. Much other requested data is handled in the same way.
4. Specific instructions for preparing the Applications precede each item of Application unless the item is self-explanatory.
5. Please submit the original and two (2) copies of the Application to the Division of Special Education.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# RESUME OF ESEA TITLE VI-A APPLICATION

1. PROJECT IDENTIFICATION (to be completed by the State education agency)

| a. STATE CODE | b. COUNTY CODE | c. STATE PROJECT NO. | d. APPLICANT PROJECT NO. | e. APPLICANT CODE | f. CONGRESSIONAL DISTRICT | g. AMOUNT APPROVED |
|---|---|---|---|---|---|---|
| | | | | | | |

2. APPLICANT IDENTIFICATION (to be completed by applicant)

| | |
|---|---|
| APPLICANT (Legal Name of Agency) | AUTHORIZED REPRESENTATIVE |
| MAILING ADDRESS (Street, City or Town) | Name ______________________<br>Title ______________________ |

| | | | |
|---|---|---|---|
| State | County | Zip Code | Telephone (Area Code and Number) |

NAME, TITLE & MAILING ADDRESS OF CONTACT PERSON (If different from above) TELEPHONE NUMBER

DOES THIS APPLICATION AMEND AN APPROVED PROJECT FOR CURRENT FISCAL YEAR? (Check One)

☐ YES ☐ NO a. Project No. b. Date Approved c. Amount Previously Approved

If "YES" Please complete a, b & c: $

3. SUMMARY OF PROJECT DATA (to be completed by applicant)

### a. NUMBER AND TYPE OF PARTICIPANTS BY PRIMARY HANDICAPPING CONDITION OF THE CHILDREN SERVED

| TYPE OF PARTICIPANT | MORE THAN ONE | TRAINABLE MENTALLY RETARDED | EDUCABLE MENTALLY RETARDED | HARD OF HEARING | DEAF | SPEECH IMPAIRED | VISUALLY HANDI-CAPPED | SERIOUSLY EMOTION. DISTURBED | CRIP-PLED | OTHER HEALTH IMPAIRED | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| (1) CHILDREN | XXXX | | | | | | | | | | |
| (2) FTE INSTRUCTIONAL PERSONNEL * | | | | | | | | | | | |
| (3) PERSONNEL RECEIVING INSERVICE TRAINING | | | | | | | | | | | |
| (4) TOTAL NUMBER OF COOPERATING LOCAL EDUCATION AGENCIES | If this is not a cooperative project, enter a 1 (one) in the box. | | | | | | | | | | |

* FULL TIME EQUIVALENCE. Compute FTE by adding the total number of hours worked per week by both full-time and part-time personnel and dividing by the number of hours in a regular work week.

### b. TITLE VI COSTS BY TYPE OF EXPENDITURES AND PRIMARY HANDICAPPING CONDITION OF THE CHILDREN SERVED

| EXPENDITURE FOR | HANDBOOK ACCT. | MORE THAN ONE | TRAINABLE MENTALLY RETARDED | EDUCABLE MENTALLY RETARDED | HARD OF HEARING | DEAF | SPEECH IMPAIRED | VISUALLY HANDI-CAPPED | SERIOUSLY EMOTION. DISTURBED | CRIPPLED | OTHER HEALTH IMPAIRED | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (1) SALARIES | 200 | | | | | | | | | | | |
| (2) EQUIPMENT | 1230 c.d.&e. | | | | | | | | | | | |
| (3) CONSTRUCTION & REMODELING | 1210 & 1220 a.b.&c. | | | | | | | | | | | |
| (4) INSERVICE TRAINING | 212<br>250 | | | | | | | | | | | |
| (5) ALL OTHER EXPENDITURES | — | | | | | | | | | | | |
| (6) GRAND TOTAL | — | | | | | | | | | | | |

c. TITLE AND BRIEF DESCRIPTION OF PROJECT: (Please abstract the project description to such a degree that the description will fit on this page.)

BEGINNING DATE ____________

ENDING DATE ____________

## OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

### APPLICATION FOR ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN

under Title VI-A, ESEA, P.L. 89-10 as amended

**1. PROJECT REVIEW AND APPROVAL** (to be completed by the State education agency)

| a. State Code | b. County Code | c. State Project No. | d. Applicant Project No. | e. Applicant Code | f. Congressional District | g. Amount Approved |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

|  |  |  |
|---|---|---|
| SIGNATURE (AUTHORIZED SEA OFFICIAL) | DATE APPROVED | FOR FISCAL YEAR ENDING<br>JUNE 30, 19____ |

**2. PROJECT IDENTIFICATION** (To be completed by applicant.)

### CERTIFICATION

The Applicant designated below hereby applies to the State Educational Agency for a grant of Federal Funds to provide activities and services for meeting the special educational and related needs of handicapped children.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct and complete and that the agency named below has authorized me, as its representative, to file this application, and that such action is recorded in the minutes of the agency's meeting held on ________________, 19____.

|  |  |
|---|---|
| APPLICANT (Legal Name of Agency) | AUTHORIZED REPRESENTATIVE<br>Name ____________________<br>Title ____________________ |
| MAILING ADDRESS (Street, City or Town) | SIGNATURE ____________________ |
| STATE COUNTY ZIP CODE NO. | TELEPHONE (Area Code and No.) DATE SIGNED |

|  |  |  |
|---|---|---|
| NAME AND TITLE OF CONTACT PERSON (If different from above) | MAILING ADDRESS | TELEPHONE NO. |

a. BRIEF DESCRIPTIVE TITLE OF PROJECT

|  |  |
|---|---|
| b. TIME SCHEDULE OF PROJECT: (Date of first and last activity or service.)<br>Beginning Date (mo/day/yr) Ending Date (mo/day/yr) | c. TOTAL AMOUNT OF FEDERAL FUNDS REQUESTED<br>$ |

d. DOES THIS APPLICATION AMEND AN APPROVED PROJECT FOR THE CURRENT FISCAL YEAR? (Check One)

☐ YES ☐ NO IF "YES" please enter

| (1) Project no. | (2) Date approved | (3) Amt. previously approved |
|---|---|---|
|  |  |  |

e. COOPERATIVE PROJECT: If this is a cooperative project, please complete the following:
(1) Number of cooperating local education agencies __________
(2) Certification for Cooperative Projects Form (Page 8)

3. MAINTENANCE OF NON-FEDERAL EFFORT

a. **EXPENDITURES.** Enter below under (1) or (2) the total amount of **non-federal funds expended specifically for the special education needs of handicapped children** during the **past two fiscal years.** Based on current budget estimates, enter the total amount of **non-federal funds** to be expended for the special education needs of handicapped children during the **current fiscal year.** If an amount reported for any fiscal year represents a decrease of 5% or more from the amount expended for the previous year, an explanation should be attached.

(1) **LOCAL EXPENDITURES.** (This part is to be completed ONLY by local education agency applicants.) Include only expenditures for **direct** services, such as salaries of special staff, special equipment and materials, transportation, etc. DO NOT include expenditures providing only indirect services, such as instructional materials centers and inservice training projects.

| SOURCE OF FUNDS | NON-FEDERAL FUNDS FOR EDUCATION OF THE HANDICAPPED | | |
|---|---|---|---|
| | SECOND PRECEDING FISCAL YEAR | FIRST PRECEDING FISCAL YEAR | CURRENT FISCAL YEAR |
| (a) LOCAL PUBLIC SCHOOL FUNDS EXPENDED BY APPLICANT | | | |
| (b) STATE AID TO LOCAL EDUCATION AGENCIES | | | |
| (c) NON-PUBLIC SCHOOL FUNDS (include only those non-public schools with children participating in Title VI Programs and Projects) | | | |

(2) **STATE EXPENDITURES.** (This part is to be completed ONLY by State Education Agency applicants.)

| SOURCE OF FUND | NON-FEDERAL FUNDS FOR EDUCATION OF THE HANDICAPPED | | |
|---|---|---|---|
| | SECOND PRECEDING FISCAL YEAR | FIRST PRECEDING FISCAL YEAR | CURRENT FISCAL YEAR |
| (a) STATE AID TO LOCAL EDUCATION AGENCIES FOR EDUCATION OF HANDICAPPED CHILDREN | | | |
| (b) STATE EDUCATION AGENCY ADMINISTRATION OF THE STATE PROGRAMS FOR EDUCATION OF THE HANDICAPPED | | | |
| (c) NON-PUBLIC SCHOOL FUNDS (include only those non-public schools with children participating in Title VI Programs and Projects) | | | |

b. **INSTRUCTIONAL STAFF.** (This part is to be completed by **BOTH** State and local applicants.) Enter below the full-time equivalence (see RESUME) of the total number of **instructional personnel** hired or supported by the applicant **specifically to serve the handicapped** and **paid from non-federal funds during the past two fiscal years.** Based on current budget estimates, enter the full-time equivalence of the total number of instructional personnel to be hired to serve the handicapped who are to be paid from **non-federal funds** during the current fiscal year.

| PROFESSIONAL STAFF PAID FROM NON-FEDERAL FUNDS | | |
|---|---|---|
| SECOND PRECEDING FISCAL YEAR | FIRST PRECEDING FISCAL YEAR | CURRENT FISCAL YEAR |
| | | |

c. **CHILDREN SERVED.** (This part is to be completed by **BOTH** State and local applicants.) Enter below the total **number of handicapped children** who receive **special educational services** paid for from **non-federal funds** during **the past two fiscal years.** Based on current estimates, enter the number of handicapped children expected to receive special educational services to be paid for from **non-federal funds** during the current fiscal year.

| CHILDREN SERVED (NON-FEDERAL PROGRAMS) | | |
|---|---|---|
| SECOND PRECEDING FISCAL YEAR | FIRST PRECEDING FISCAL YEAR | CURRENT FISCAL YEAR |
| | | |

## 4. HANDICAPPED CHILDREN TO BE SERVED UNDER THIS TITLE VI PROJECT

**NOTE:** This section should NOT be completed by agencies making application for projects providing only indirect services, such as instructional materials center projects and inservice training projects.

a. **CHILDREN SERVED BY AGE.** Enter below, by primary handicapped condition and chronological age, and unduplicated count of the children expected to receive special educational services under this Title VI project. Classify children by their chronological age on September 1 of the year in which the project will be in effect.

| AGE GROUP | TRAINABLE MENTALLY RETARDED | EDUCABLE MENTALLY RETARDED | HARD OF HEARING | DEAF | SPEECH IMPAIRED | VISUALLY HANDI-CAPPED | SERIOUSLY EMOTION. DISTURBED | CRIPPLED | OTHER HEALTH IMPAIRED | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| 0-3 | | | | | | | | | | |
| 4-6 | | | | | | | | | | |
| 7-9 | | | | | | | | | | |
| 10-12 | | | | | | | | | | |
| 13-15 | | | | | | | | | | |
| 16-18 | | | | | | | | | | |
| 19 and over | | | | | | | | | | |
| *TOTAL | | | | | | | | | | |

*These totals should be entered on the RESUME (3. a. 1—Children)

b. **CHILDREN SERVED BY SCHOOL TERM AND TYPE.** Enter below by primary handicapping condition, school type and school term, an unduplicated count of the children expected to receive special educational services under this Title VI project.

| | | TRAINABLE MENTALLY RETARDED | EDUCABLE MENTALLY RETARDED | HARD OF HEARING | DEAF | SPEECH IMPAIRED | VISUALLY HANDI-CAPPED | SERIOUSLY EMOTION. DISTURBED | CRIPPLED | OTHER HEALTH IMPAIRED | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | SCHOOL YEAR ONLY | | | | | | | | | | |
| NON-PUBLIC | | | | | | | | | | | |
| PUBLIC | SUMMER ONLY | | | | | | | | | | |
| NON-PUBLIC | | | | | | | | | | | |
| PUBLIC | BOTH SCH. YR. & SUM. | | | | | | | | | | |
| NON-PUBLIC | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | |

c. **CHILDREN WITH MULTIPLE HANDICAPS.** How many of the children reported in 4a and 4b, above, have two or more major handicaps for which special educational services are to be provided? ............ ________

d. **SOCIO-ECONOMIC ENVIRONMENT OF CHILDREN**

(1) What percentage of children expected to be served by this Title VI project reside in (a) urban areas (more than 50,000 population), (b) rural areas (less than 2,500), and (c) all other demographic areas?

(a) __________ % Urban Areas

(b) __________ % Rural Areas

(c) ______________ % All Other Areas

(2) What percentage of children expected to be served by this Title VI project reside in ESEA Title I Target areas?

(a) __________ % Urban Areas

(b) __________ % Rural Areas

(c) ______________ % All Other Areas

(3) What percentage of the children to be served by this Title VI project are expected to be from racial or ethnic "minority groups? ............................................................ ________%

## 5. STAFF SERVICES PROVIDED BY THIS TITLE VI PROJECT

**NOTE:** Agencies making application for projects whose only purpose is to provide inservice training should complete only question c.

a. **STAFF SERVICES.** Enter below, by **primary area of service** and by **school term**, an **unduplicated** count of the **full-time personnel** and the **full-time equivalence** (see RESUME) of the part-time personnel expected to be paid from Title VI funds. Full-time personnel are those personnel who are assigned to this Title VI project 40 hours or more per week. They may be nine months, summer program, or combination (school year and summer) personnel. Part-time personnel are those personel who are assigned to this Title VI project less than 40 hours per week.

| STAFF MEMBERS BY ASSIGNMENT | FULL-TIME PERSONNEL | | | FULL-TIME EQUIVALENT OF PART-TIME PERSONNEL | | |
|---|---|---|---|---|---|---|
| | Regular School Year (only) | Summer Program (only) | Sch. Yr. & Summer Personnel | Regular School Year (only) | Summer Program (only) | Sch. Yr. & Summer Personnel |
| TEACHERS OF: | | | | | | |
| TRAINABLE MENTALLY RETARDED | | | | | | |
| EDUCABLE MENTALLY RETARDED | | | | | | |
| HARD OF HEARING | | | | | | |
| DEAF | | | | | | |
| VISUALLY HANDICAPPED | | | | | | |
| SERIOUSLY EMOTIONALLY DISTURBED | | | | | | |
| CRIPPLED | | | | | | |
| OTHER HEALTH IMPAIRED | | | | | | |
| OTHER PROGRAM PERSONNEL: | | | | | | |
| SPEECH CLINICIAN | | | | | | |
| TEACHER AIDE | | | | | | |
| PSYCHOLOGIST | | | | | | |
| DIRECTION & MANAGEMENT | | | | | | |
| SUPERVISION | | | | | | |
| SOCIAL WORK | | | | | | |
| WORK-STUDY COORDINATOR | | | | | | |
| PHYSICIAN | | | | | | |
| NURSE | | | | | | |
| PHYSICAL THERAPIST | | | | | | |
| OCCUPATIONAL THERAPIST | | | | | | |
| OTHER PROFESSIONAL | | | | | | |
| OTHER NONPROFESSIONAL | | | | | | |
| ADMINISTRATIVE PERSONNEL: | | | | | | |
| PROGRAM ADMINISTRATIVE PERSONNEL | | | | | | |
| OTHER PERSONNEL | | | | | | |
| GRAND TOTAL | | | | | | |

b. **PROJECT STAFF BY GRADE SPAN.** Enter below, by **primary handicapping condition of the children served** and by **grade span** the full-time equivalence of **instructional personnel** (including teacher aides) expected to participate in this Title VI project. (MORE THAN ONE refers to those personnel serving in more than one area of the handicapped or at more than one level of instruction, such as, psychologists, social workers, supervisory personnel, etc.)

| | MORE THAN ONE | TRAINABLE MENTALLY RETARDED | EDUCABLE MENTALLY RETARDED | HARD OF HEARING | DEAF | SPEECH IMPAIRED | VISUALLY HANDI-CAPPED | SERIOUSLY EMOTION. DISTURBED | CRIPPLED | OTHER HEALTH IMPAIRED | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Pre-school | | | | | | | | | | | |
| Elementary | | | | | | | | | | | |
| Secondary | | | | | | | | | | | |
| * TOTAL | | | | | | | | | | | |

* These totals should be entered on the RESUME (3. a. 2 - FTE Instructional Personnel)

c. **INSERVICE TRAINING PROGRAMS.** Enter below, by primary handicapping condition of the children served, (1) an unduplicated count of the teachers, teacher aides, and other instructional personnel expected to receive inservice training (credit or non-credit courses) under this Title VI project, (2) the average number of clock hours training expected to be received, and (3) the number of teachers expected to complete requirements for State certification through participation in Title VI training programs. (MORE THAN ONE refers to personnel serving in more than one area of the handicapped, such as, psychologists, social workers, supervisory personnel, etc.)

| | MORE THAN ONE | TRAINABLE MENTALLY RETARDED | EDUCABLE MENTALLY RETARDED | HARD OF HEARING | DEAF | SPEECH IMPAIRED | VISUALLY HANDI-CAPPED | SERIOUSLY EMOTION. DISTURBED | CRIPPLED | OTHER HEALTH IMPAIRED | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| (1) PERSONNEL | | | | | | | | | | | |
| (a) Teachers | | | | | | | | | | | |
| (b) Teacher Aides | | | | | | | | | | | |
| (c) Other Personnel | | | | | | | | | | | |
| (d) * Total | | | | | | | | | | | |
| (2) AVG. HOURS TRNG. | | | | | | | | | | | |
| (3) TEACHERS COMPLTG. CERT. REQUIREMENT | | | | | | | | | | | |

* These totals should be entered on the RESUME (3. a. 3. - Personnel Receiving Inservice Training)

**d. STAFF FOR CHILDREN WITH MULTIPLE HANDICAPS.**

How many of the personnel reported in 5. c., above, are expected to attend courses especially designed to train them to instruct children with two or more major handicapping conditions? ........................ ________

## 6. PROJECT BUDGET

**a. EXPENDITURE OF TITLE VI FUNDS.** Enter below, by expenditure account and expense classification, the Title VI funds to be expended for the administration and operation of this Title VI project. (See O.E. Handbook II—FINANCIAL ACCOUNTING FOR LOCAL AND STATE SCHOOL SYSTEMS, OE-22017, Chap. 3 & 4)

| EXPENDITURE ACCOUNTS (See OE Handbook II) | ACC'T. NO. | EXPENSE CLASSIFICATION | | | |
|---|---|---|---|---|---|
| | | SALARIES | CONTRACTED SERVICES | OTHER EXPENSES | ESTIMATED TOTAL AMOUNT |
| Administration | 100 | | | | |
| Instruction | 200 | | | | |
| Attendance Services | 300 | | | | |
| Health Services | 400 | | | | |
| Pupil Transportation | 500 | | | | |
| Operation of Plant | 600 | | | | |
| Maintenance of Plant | 700 | | | | |
| Fixed Charges | 800 | XXXXXXXXXXXXXXXXXXXXXX | | | |
| Food Services | 900 | | | | |
| Student Body Activities | 1000 | | | | |
| Community Services | 1100 | | | | |
| SUB-TOTAL: | | | | | |
| Sites | 1210 | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX<br>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | | | |
| Buildings | 1220 a<br>and b | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX<br>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX<br>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | | | |
| Remodeling | 1220 c | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX<br>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | | | |
| Equipment for Instruction | 1230 c | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX<br>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | | | |
| All Other Equipment | 1230<br>except c | XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX<br>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX<br>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX | | | |
| SUB-TOTAL OF CAPITAL OUTLAY ITEMS | | | | | |
| TOTAL PROJECT BUDGET (Enter on RESUME—3. b. 6) | | | | GRAND TOTAL | |

**b. ANALYSIS OF TITLE VI PROGRAM EXPENDITURES.** Enter below, by primary handicapping condition of the children served, the Title VI expenditures for (1) salaries of **instructional personnel** (including employee benefits), (2) cost of **special educational equipment**, (3) cost of inservice training projects, (4) **transportation costs**, and (5) cost of construction and remodelng. Enter in the MORE THAN ONE column those expenditures which provide service to more than one area of the handicapped. NOTE: The sum of the items in this analysis need NOT equal the grand total requested in 6. a., above.

|  | ANALYSIS OF PROGRAM EXPENDITURES |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| * | HANDBOOK II SERIES | MORE THAN ONE | TRAINABLE MENTALLY RETARDED | EDUCABLE MENTALLY RETARDED | HARD OF HEARING | DEAF | SPEECH IMPAIRED | VISUALLY HANDI-CAPPED | SERIOUSLY EMOTION. DISTURBED | CRIPPLED | OTHER HEALTH IMPAIRED | TOTAL |
| # (1) Salaries | 200 |  |  |  |  |  |  |  |  |  |  |  |
| @ (2) Equipment | 1230<br>c d e |  |  |  |  |  |  |  |  |  |  |  |
| + (3) Inservice Training | 212-250 |  |  |  |  |  |  |  |  |  |  |  |
| (4) Transportation | 500 |  |  |  |  |  |  |  |  |  |  |  |
| ¢ (5) Construction & Remodeling | 1210 - 1220<br>a b c |  |  |  |  |  |  |  |  |  |  |  |

* This information should be entered on the RESUME:

| | |
|---|---|
| #3. b. 1 (Salaries) | +3. b. 4 (Inservice Training) |
| @3. b. 2 (Equipment) | ¢3. b. 3 (Construction & Remodeling) |

## 7. DESCRIPTION OF PROJECT ACTIVITIES

**Provide the following information about each program or project:**

**a. Description of major program and project activities and their basic features**

**b. Criteria to be used in selecting participants (children, teachers, parents, etc.)**
**NOTE: State Board of Education program Standards will be utilized as they relate to class size, age range, and eligibility of students. Any exceptions from the utilization of these Standards must be justified in terms of the nature of the program to be operated.**

**c. Objectives of the program or project. Please include a brief description of the:**
**(1) Existing special education program and indicate what impact this Title VI program will have on it**
**(2) Needs of the participants (children, teachers, parents) and the types of change desired**
**(3) Availability of staff and other resources required to carry out the objectivies effectively. Whenever possible, describe objectives in specific terms so that before and after measurements can be made.**

**d. Time schedule and special arrangements for each of the following:**
**(1) Beginning and ending dates, regular school term and summer term.**
**(2) Daily or weekly schedule for the participation of children in this activity.**
**(3) Existing facilities available for this activity.**
**(4) Plan, if any, for participation of parents and volunteers.**
**(5) Inservice training for staff members. Be specific. What will be done and how will it be done?**

**e. Justification for any capital outlay (construction or equipment) included in project budget for this activity.**

**f. Plans for evaluation. Be specific.**
**(1) Indicate the means for collecting data.**
**(2) If standardized tests are used, list the name, form, and parts of tests to be used.**
**(3) If locally constructed instruments or devices are to be used, explain:**
**(a) The kind of instruments or devices, e.g. non- standardized tests, anecdotal records, teacher ratings, reactions, administrative and other observer ratings and reactions, etc.**
**(b) How they will be used.**
**(c) What they are designed to measure.**
**(4) Indicate how the collected data will be used to determine the degree to which the objectives of the program were accomplished.**
**If this activity is being continued from the previous year, indicate what modifications, if any, have been made in the light of the previous year's evaluation.**

**g. Dissemination activities to be carried out in connection with this activity.**

**h Coordination with other agencies' programs. Identify all agencies which have been consulted concerning the coordination of services provided under their programs with the services to be provided under this project. Describe any special arrangements that have been made to coordinate the services to be provided by those agencies with the services proposed under this project.**

## 8. CERTIFICATION FOR COOPERATIVE PROJECTS

**DO NOT** complete this form unless this is a cooperative project.
Each of the undersigned certifies that, to the best of his knowledge, the information contained in this Application is correct and complete and that the agency which he represents has authorized him to file this Application. The participating agency named below has been designated as the administrative and fiscal agent for this project. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased for this project with Title VI funds. If more than four (4) agencies are participating in this project, use additional Certification Forms.

### a. CERTIFICATION OF AGENCY DESIGNATED ADMINSTRATIVE AND FISCAL AGENT FOR THIS PROJECT

| | | | |
|---|---|---|---|
| LEGAL NAME OF AGENCY | | NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| MAILING ADDRESS (Street, City, Town, Zip Code) | | SIGNATURE | |
| COUNTY | STATE | TELEPHONE (Area Code and No.) | DATE SIGNED |
| NAME AND TITLE OF CONTACT PERSON | | MAILING ADDRESS | TELEPHONE NO. |

### b. CERTIFICATION OF PARTICIPATING AGENCY

| | | | |
|---|---|---|---|
| LEGAL NAME OF AGENCY | | NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| MAILING ADDRESS (Street, City, Town, Zip Code) | | SIGNATURE | |
| COUNTY | STATE | TELEPHONE (Area Code and No.) | DATE SIGNED |

### c. CERTIFICATION OF PARTICIPATING AGENCY

| | | | |
|---|---|---|---|
| LEGAL NAME OF AGENCY | | NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| MAILING ADDRESS (Street, City, Town, Zip Code) | | SIGNATURE | |
| COUNTY | STATE | TELEPHONE (Area Code and No.) | DATE SIGNED |

### d. CERTIFICATION OF PARTICIPATING AGENCY

| | | | |
|---|---|---|---|
| LEGAL NAME OF AGENCY | | NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| MAILING ADDRESS (Street, City, Town, Zip Code) | | SIGNATURE | |
| COUNTY | STATE | TELEPHONE (Area Code and No.) | DATE SIGNED |

| e. Number of Children to **Participate** in This Project Enrolled in School Districts or Agencies Listed in above certifications. | | f. **Total School Enrollment** including Non-handicapped in School Districts or Agencies | |
|---|---|---|---|
| CERTIFICATION | NUMBER OF CHILDREN | CERTIFICATION | NUMBER OF CHILDREN |
| Agency a | | Agency a | |
| Agency b | | Agency b | |
| Agency c | | Agency c | |
| Agency d | | Agency d | |
| TOTAL: | | TOTAL: | |

9. STATEMENT OF ASSURANCES

a. THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

(1) The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

(2) The Applicant will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title; including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

(3) The Assurance of Compliance (HEW 441) or court order or desegregation plan as modified by the execution of HEW 411B previously filed with the Office of Education in accordance with the regulations of the Department of Health, Education, and Welfare applies to this application.

(4) The amounts of non-Federal funds expended for schools operated or supported by this agency will be maintained at the same level as they would have been maintained if no projects had been approved for these schools.

(5) To the extent consistent with the number and location of handicapped children in the area served by the applicant agency who are enrolled in private elementary and secondary schools, provision has been made for participation by such children in programs and projects assisted or carried out under Title VI.

(6) Activities and services under this project are provided for handicapped children other than (1) those in schools operated by a State agency which is directly responsible for providing their free public education, and (2) those handicapped children who are in other schools for whom a State agency is directly responsible.

(7) In the case of construction required for the operation of the project—

  (a) The Applicant will, prior to starting any construction or letting any bids, submit to the State education agency all building plans and specifications for approval, and will award the construction contract within a reasonable period of time, which date shall in no event be later than June 30 of the following fical year.

  (b) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures, prescribed by the Secretary of Labor; and

  (c) The Applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it receives Federal assistance under Title VI of Public Law 89-10.

  (d) All contracts for construction shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except that, if one or more items of construction are covered by an established alternate procedure, consistent with State and local laws and regulations, which is approved by the State educational agency as designed to assure construction in an economical manner consistent with sound business practice.

(8) In the case of local education agencies the Applicant assures that:

  (a) This program or project has been developed in coordination with other public and private programs for the education of handicapped children or for similar purposes in the areas served by the local education agency, and

  (b) It will, in the conduct of this program or project, coordinate its activities under the State plan with such other programs.

(9) The Applicant will make no significant changes in its approved program without first submitting a written request and reasons for the request to and securing written approval from the Division of Special Education, Ohio Department of Education.

| | |
|---|---|
| SIGNATURE OF AUTHORIZED REPRESENTATIVE | DATE |

If this is a cooperative project, signature of representative of the agency designed administrative and fiscal agent is required.

## OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# EVALUATION OF
# ESEA TITLE VI PROJECT

### PROJECT IDENTIFICATION

| State Project No. | Fiscal Yr. | Project Duration | No. of Coop. Agencies | Amount Approved |
|---|---|---|---|---|
| | | | | |

**Applicant Identification**

| Applicant (Legal Name of Agency) | | | Authorized Representative<br>Name |
|---|---|---|---|
| Mailing Address (Street, City or Town) | | | Title |
| State | County | Zip Code | Telephone (Area Code and Number) |

### BRIEF DESCRIPTIVE TITLE OF PROJECT

### SUMMARY OF PROJECT DATA

NUMBER AND TYPE OF PARTICIPANTS BY PRIMARY HANDICAPPING CONDITION OF THE CHILDREN SERVED

| Type of Participant | Trainable Mentally Retarded | Educable Mentally Retarded | Hard of Hear. | Deaf | Speech Im-paired | Visually Handi-capped | Seriously Emotion. Disturbed | Crip. | Other Health Imp. | Total |
|---|---|---|---|---|---|---|---|---|---|---|

1. *Children* Served by Age Group—Enter an Unduplicated Count of Children Served by this Project.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 0-3 | | | | | | | | | | |
| 4-6 | | | | | | | | | | |
| 7-9 | | | | | | | | | | |
| 10-12 | | | | | | | | | | |
| 13-15 | | | | | | | | | | |
| 16-18 | | | | | | | | | | |
| 19 and over | | | | | | | | | | |
| Total | | | | | | | | | | |

2. *Project Staff*—Include *Teachers*, *Aides* and *Other Professionals* Paid with Title VI Funds.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| (a) Teachers | | | | | | | | | | |
| (b) Teacher Aides | | | | | | | | | | |
| (c) Other Personnel | | | | | | | | | | |
| Total | | | | | | | | | | |

3. *Inservice Training*—Include *Teachers*, *Aides*, and *Other Professionals* Receiving Training (Credit or Noncredit) under this Project.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| (a) Teachers | | | | | | | | | | |
| (b) Teacher Aides | | | | | | | | | | |
| (c) Other Personnel | | | | | | | | | | |
| Total | | | | | | | | | | |

## TYPE OF HANDICAPPED CHILD TO BE SERVED

| TYPE OF ACTIVITY | Trainable Mentally Retarded | Educable Mentally Retarded | Hard of Hearing | Deaf | Speech Impaired | Visually Handicapped | Seriously Emotion. Disturbed | Crippled | Other Health Impaired | Multi. Handicapped |
|---|---|---|---|---|---|---|---|---|---|---|
| Edu. Diagnosis | | | | | | | | | | |
| Medical Diagnosis | | | | | | | | | | |
| Psychological Diag. | | | | | | | | | | |
| Speech and Hearing | | | | | | | | | | |
| Work-Study Programs | | | | | | | | | | |
| Transportation | | | | | | | | | | |
| Field Trips | | | | | | | | | | |
| Other | | | | | | | | | | |
| Other | | | | | | | | | | |
| Other | | | | | | | | | | |
| Other | | | | | | | | | | |
| Other | | | | | | | | | | |

## TEACHERS OF HANDICAPPED CHILDREN TO BE SERVED

| TYPE OF ACTIVITY | More Than One | Trainable Mentally Retarded | Educable Mentally Retarded | Hard of Hear. | Deaf | Speech Impaired | Visually Handicapped | Seriously Emotion. Disturbed | Crip. | Other Health Imp. |
|---|---|---|---|---|---|---|---|---|---|---|
| Seminars | | | | | | | | | | |
| Outside Speakers | | | | | | | | | | |
| Staff Speakers | | | | | | | | | | |
| College Credit Courses | | | | | | | | | | |
| Other | | | | | | | | | | |
| Other | | | | | | | | | | |

## NARRATIVE SECTION

1. *Purposes.* What was the major purpose of your project?
   Pleast list other related objectives or goals.
2. *Procedures.* What did you do to accomplish your goals? Please be specific.
3. *Adjustments.* What, if any, adjustments or changes did circumstances dictate after your project began? Please describe.
4. *Results.* What were your Major findings and/or accomplishments?
5. *Recommendations.* Do your results suggest further study or activity?
   If so, please list recommendations for future programming.
6. *Pitfalls.* What would you do differently if you were going to repeat this project?
7. *Advice.* What advice would you give to others initiating a similar project?

## APPENDIX

1. Equipment. Please submit a list of equipment purchased with Title VI funds.

   Note: An inventory of all equipment purchased with Title VI funds must be kept in the local school district for at least three years. Any equipment costing more than $100.00 per unit requires that the inventory be kept for the expected life of such pieces of equipment.
2. *Forms.* Please submit copies of forms that were developed for use with this project.
3. *Materials.* Please submit copies of materials that were developed through this project.
4. *Evaluation.* Please submit results of evaluative instruments used in this project.
   a. Anecdotal records, teacher observations, etc.
   b. Locally constructed instruments.
   c. Standardized tests—achievement, I. Q., personality, etc.
5. *Sharing.* Please share other materials, ideas, findings, suggestions, etc., that might be of help to other educators.

*Please Submit Evaluation Forms In Triplicate.*

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# INSTRUCTIONS

## for Preparing Evaluation of ESEA Title VI Project

## GENERAL INSTRUCTIONS

1. Please read ALL instructions BEFORE filling out the Evaluation.
2. Please use typewriter for preparing the Evaluation.
3. Make an entry for every item; if an item is not applicable, enter "N.A."

## SPECIFIC INSTRUCTIONS

### PROJECT IDENTIFICATION

1. *State Project No.* This number is found on your approved application.
2. *Fiscal Year.* The fiscal year for which the project was approved.
3. *Project Duration.* Beginning date to ending date.
4. *Number of Cooperating Agencies.* Enter N.A. unless this is a coop. project.
5. *Amount Approved.* Total amount approved for your project.
6. *Other Sections.* Self explanatory.

BRIEF DESCRIPTIVE TITLE—Self Explanatory.

### SUMMARY OF PROJECT DATA

1. *Children served by Age Group.* Enter by *primary handicapping condition* and *chronological age,* and *unduplicated* count of the *children* who received special educational services under this Title VI project. Classify children by their chronological age on September 1 of the year in which the project was in effect.

2. *Project Staff.* Enter, by *primary handicapping condition* of the children served, the FTE of *teachers, teacher aides,* and other *professional personnel paid* with Title VI funds.
   *Full Time Equivalence.* Compute FTE by adding the total number of hours worked per week by both full-time and part-time personnel and dividing by the number of hours in a regular work week.

3. *Inservice Training Programs.* Enter, by *primary handicapping condition* of the children served, an *unduplicated* count of the *teachers, teacher aides,* and other *instructional personnel* expected to receive *inservice training* (credit or non-credit courses) under this Title VI project.

### PROFILE OF TITLE VI ACTIVITIES AND SERVICES

1. This section requires that two factors be considered. (1) the *Number* of *persons* (children or teachers) who participated in the activity and (2) the *Number* of *times* that they participated in the activity. Please enter the PRODUCT of the two numbers in the appropriate space.
   For example:
   (a) If 20 deaf children were transported (do not include transportation for field trips) for 20 days, you would enter 400 (20 x 20) in the appropriate (deaf-transportation) space.
   (b) If 18 blind children received 6 sessions of speech & hearing therapy, you would enter 108 (18 x 6) in the appropriate (blind-speech and hearing) space.

(c) If 4 teachers (consider teacher aides as teachers) of the deaf and 2 teachers of the blind heard 6 outside speakers, you would enter 24 (4 x 6) in the "deaf—outside speakers" space and 12 (2 x 6) in the "blind—outside speakers" space. *More Than One* refers to personnel serving in more than one area of the handicapped such as psychologists, social workers, supervisory personnel, etc.

2. *Other.* Please *specify* "Other" activities in which the participants took part and fill in the appropriate spaces.

3. *Seminars.* This is considered to be any planned activity in which teachers were encouraged to exchange ideas, either among themselves or with a supervisor, consultant, etc.

4. *Outside Speakers.* Speakers who addressed the group who are not regular members of the participating school district staff.

5. *Local Staff Speakers.* Speakers who addressed the group, who are regular members of the participating school district staff.

6. *College Credit Courses.* Any training, wholly or partially financed with Title VI funds, for which the participant received college credit.

NARRATIVE SECTION — Self Explanatory

APPENDIX

1. *Equipment.* The list of equipment to be submitted should include (a) quantity and (b) type of equipment.
   For example: 2 — 16 mm manual threading sound movie projectors.

2. *Forms.* Please include samples of forms which were developed for use in this project, such as those for record keeping, evaluation, reporting to parents, behavioral observations, etc.

3. *Materials.* Please submit copies of materials which were developed through this project which are of a unique nature, or which proved to be very worthwhile to you in conducting the program.

4. *Evaluation.* Please submit results obtained through any of the following evaluative techniques and instruments that were used in your project.
   (a) Anecdotal records, observations, etc. For any of these kinds of informal data collecting techniques used in your project, please (1) list any generalizations or overall impressions which the data suggest and (2) submit a few representative samples of the materials themselves.
   (b) Locally constructed instruments. Please submit a copy of each instrument and a summary of the results.
   (c) Standardized tests. Please list type of test, name and form of test, and a summary of the results.

5. *Sharing.* Self Explanatory.

*Please Submit Evaluation Forms in Triplicate.*

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# INSTRUCTIONS

## for Preparing Final Report of Title VI, ESEA, Project Expeditures, Fiscal Year 1968

## GENERAL INSTRUCTIONS

1. This form is to be completed by school districts only when obligations have been liquidated for a fiscal year 1968 Title VI project. All obligations are to have been incurred *no later than August 31, 1968.*
2. One set (in triplicate) of this form is to be completed for each project. Return *only two copies to this office.* Retain one copy for your file.
3. *Do not* report local or state fund expenditures on this form. Only Title VI funds forwarded by the Ohio Division of Special Education, Title VI, and credited to this project account are to be reported.
4. The two copies which are to be returned should be forwarded to:

Division of Special Education, Title VI
3201 Alberta Street
Columbus, Ohio 43204

## INSTRUCTIONS FOR COMPLETING THE INDIVIDUAL FORM ITEMS

1. Applicant Identification
   - A. Fill in the legal name of the School District. In the event school districts have merged during or since fiscal year 1968, give the name of the newly formed district with which the legal responsibility of the project rests.
   - B. Record the county in which the school district is located.
   - C. Report the Project Number according to the number assigned this project by the Ohio Division of Special Education. This number is found on your approved application. Do not report any locally assigned project numbers.
   - D. Report the amount approved for this project. This amount is noted on the approved application.

2. Project Budget

*Amount Approved.* Report, by *Expenditure Account* items, the *amounts* which were *approved* in the four columns: "Salaries", "Contracted Services", "Other", and "Total". In the event the project budget was revised, the amounts reported should reflect the final budget revision.

*Amount Expended.* Under the heading "Amount Expended" report by *Expenditure Account* item the *amounts actually expended.* Do not include any funds other than those Title VI funds sent to you by the Ohio Division of Special Education.

Under no circumstances will any line item under "Amount Expended" exceed by 10% a corresponding line item under "Amount Approved". Wherever the actual project expenditures exceed the 10% limit, report no amount beyond the 10%. Expenditures beyond this limit must be paid from some other source.

3. **Final Payment Information**

   *Title VI Funds Credited to this Account.* In this item report only the total amount of funds forwarded from the Ohio Division of Special Education for fiscal year 1968 project.

   *Balance Due.* Report the *difference* between the *grand total* of funds *expended* and the *amount credited* to this account, if *more* has been *expended* than has been *received.*

   *Amount of Overpayment.* Report the *difference* between the *grand total* of funds expended and the *amount credited* to this account if *less* has been *expended* than has been *received.*

# OHIO DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## FINAL REPORT OF TITLE VI, ESEA, PROJECT EXPENDITURES, FISCAL YEAR 1968

1. A. School District B. County C. Project Number D. Total Amount Approved

2. Report only costs directly attributable to project activities and services

| | | AMOUNT APPROVED | | | | AMOUNT EXPENDED | | | |
|---|---|---|---|---|---|---|---|---|---|
| Handbook 11 Class No. | EXPENDITURE ACCOUNT | SALARIES | CONTRACTED SERVICES | OTHER EXPENSES | TOTAL | SALARIES | CONTRACTED SERVICES | OTHER EXPENSES | TOTAL |
| 1 | 2 | 3 | 4 | 5 | 6 | 3 | 4 | 5 | 6 |
| 100 | Administration | | | | | | | | |
| 200 | Instruction | | | | | | | | |
| 300 | Attendance Services | | | | | | | | |
| 400 | Health Services | | | | | | | | |
| 500 | Pupil Transportation | | | | | | | | |
| 600 | Operation of Plant | | | | | | | | |
| 700 | Maintenance of Plant | | | | | | | | |
| 800 | Fixed Charges | | | | | | | | |
| 900 | Food Services | | | | | | | | |
| 1000 | Student Body Activities | | | | | | | | |
| 1100 | Community Services | | | | | | | | |
| 1220 a and b | Buildings | | | | | | | | |
| 1220 c | Remodeling | | | | | | | | |
| 1230 c | Equipment for Instruction | | | | | | | | |
| 1230 except c | | | | | | | | | |
| | TOTAL | | | | | | | | |

3. Total amount of Title VI funds credited to this account __________ Balance Due __________ or Amount of Overpayment __________

4. Suprintendent's Signature __________ Date __________

Address __________ Telephone Number __________

# EDb-215-01 UNITS FOR DEAF CHILDREN

## Ohio State Board of Education

## EDb-215-01 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR DEAF CHILDREN

**(Adopted August, 1966)**

### (A) General

(1) A special education unit or fractional unit for deaf children may be approved only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to deaf children.

(3) A special education unit for supervision of a program including classes for deaf children and/or classes for hard of hearing children may be approved where there are ten or more units.

(4) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(5) All children enrolled in an approved special education unit for deaf children shall meet the standards listed below.

### (B) Eligibility

(1) Any educable child who meets the following requirements shall be eligible for placement in a special education unit for deaf children:

(a) Has an intelligence quotient of 50 or above based upon an individual psychological examination administered by a qualified psychologist, is capable of profiting substantially from instruction, and is of legal school age.

(b) Has a relatively flat audiometric contour and an average pure tone hearing threshold of 70 dB or greater for the frequencies 500, 1000 and 2000 cps in the better ear (ISO-1964), or

Has an abruptly falling audiometric contour and an average pure tone hearing threshold of 70 dB or greater in the better ear for the two better frequencies within the 500-2000 cps frequency range (ISO-1964), or

Functions as a deaf child and is approved for placement in a special education class by the Division of Special Education.

(2) A current audiological and otological examination shall be required for placement in approved special education units for deaf children. Periodic examination shall be required for continued placement in an approved program.

(3) Deaf children with intelligence quotients between 50-80 *should be placed in a special education program for slow learning deaf children.*

### (C) Class Size and Age Range

(1) The enrollment of preschool age deaf children in a unit on a half-day basis shall be a minimum of 6 and a maximum of 8.

(2) In primary and intermediate units the minimum enrollment shall be 6 and a maximum of 8.

(3) The class size for junior high and senior high units shall be:

(a) A minimum of 6 and a maximum enrollment of 8 for self-contained classes.

(b) A minimum of 6 with the maximum enrollment not to exceed 12 when a minimum of 4 children are integrated into programs for hearing children.

(c) A minimum of 8 with the maximum enrollment not to exceed 15 when a minimum of 8 children are integrated into programs for hearing children.

(4) The chronological age range for a class of deaf children at any level of instruction shall not exceed 48 months.

### (D) Housing, Equipment and Materials

(1) A special education unit for deaf children shall be housed in a classroom in

a regular school building (or in a special public school) which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) A special education unit for deaf children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.

(3) A special education unit for deaf children shall provide the materials and equipment necessary for the instruction of these children.

  (a) Each classroom shall be equipped with suitable group auditory training equipment. Provision shall be made for maintenance and repair.

**(E) Program**

(1) Teachers of the deaf shall follow outlines and/or special courses of study in their daily program planning.

(2) A special education program for deaf children may be approved at the preschool, primary, intermediate, junior high school, and/or senior high school level.

(3) Special education programs for deaf children should provide continuing instructional programs and services from preschool through the secondary levels.

(4) Classes for deaf children may be organized as self-contained units in which the children receive full time instruction from the special teacher.

(5) Classes for deaf children may be organized so that provision can be made for some children to receive full time instruction from the special teacher while others receive some instruction from the special teacher and are integrated on the basis of the child's ability to succeed.

(6) There shall be written policies for the selection and placement of children in classes with hearing children on a full or part-time basis.

(7) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for deaf children.

**(F) Teacher Qualifications**

(1) A teacher shall meet all the requirements for certification as established by the State Board of Education for this area of specialization.

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# ADMINISTRATIVE CRITERIA

## APPROVAL OF TEACHERS IN SPECIAL EDUCATION UNITS FOR DEAF CHILDREN EFFECTIVE 1963-64

State Board of Education Program Standards—EDb-215-01

A. Teachers currently in service will be approved if they:

1. Hold certification for teaching deaf children as prescribed in Certification Standards adopted December 1961.
2. Hold a standard elementary, secondary or special teaching certificate validated for teaching the deaf as provided for under certification procedures prior to 1961.
3. Hold a valid teaching certificate and submit a statement of intention to complete the certification requirements within a five-year period. This shall include all teachers, irrespective of years of service; and teachers so approved shall submit evidence of preparation status annually until the requirements have been completed.
4. Hold a Life Certificate issued prior to September 5, 1935.

B. Teachers new to the program will be approved if they:

1. Hold certification for teaching deaf children as prescribed in Certification Standards adopted December 1961.
2. Hold a standard elementary, secondary or special certificate validated to teach the deaf as provided for under certification procedures prior to 1961.
3. Hold a valid teaching certificate and submit evidence of completing prescribed certification to teach the deaf within five years of assignment to the special class for deaf children. Teachers approved under this agreement shall submit evidence of preparation status annually until all certification requirements are met.

C. Emergency Situations:

1. A teacher in service prior to September 1963 who meets with an emergency which prevents him or her from completing the certification requirements may have the time limits extended for one year.
2. In case of a vacancy due to an emergency, a teacher who holds a valid teaching certificate may be approved for the current school year. A teacher so approved shall submit evidence of preparation status annually until the certification pattern is completed.

**Submit in Duplicate** Form SE 01 (F)

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## TEACHER QUALIFICATIONS—SPECIAL EDUCATION UNITS FOR DEAF CHILDREN

### Section EDb-215.01—State Board of Education Standards

Name of Teacher ______________________________

Name of School ______________________________

Name of School District ______________________________ County ____________

Transcript of credits on file in the Board of Education Office indicates one of the following. Please check the appropriate section.

______ 1. Teacher holds the special certificate to teach deaf children.

______ 2. Teacher holds a standard elementary, secondary or special certificate validated for teaching deaf children.

______ 3. Teacher holds a Life Certificate issued prior to September 5, 1935.

______ 4. Teacher is not certificated to teach deaf children as prescribed in Ohio Certification Standards effective September 1963.

______ a. Teacher has filed a letter of intent to complete training as prescribed in Administrative Criteria, effective September 1963. Date of letter ______

Date ______________ Name ______________________________
Superintendent or Designated Representative

## Teacher Preparation

| Course Title | Credit Required | Credit Earned | Date Completed | | | | |
|---|---|---|---|---|---|---|---|
| The Teaching of Speech to the Deaf | 4 sem. hrs. | | | | | | |
| The Teaching of Language to the Deaf | 4 sem. hrs. | | | | | | |
| Methods of Teaching Elementary Subjects to the Deaf | 4 sem. hrs. | | | | | | |
| Problems in Education and Guidance of the Deaf | 2 sem. hrs. | | | | | | |
| Anatomy of Auditory and Speech Mechanisms | 2 sem. hrs. | | | | | | |
| Audiometry and Hearing Aids | 2 sem. hrs. | | | | | | |
| Auditory Training | 2 sem. hrs. | | | | | | |
| Methods of Teaching Speechreading | 2 sem. hrs. | | | | | | |
| Psychology or Education of Exceptional Children | 2 sem. hrs. | | | | | | |
| *Observation and Student Teaching in Classes for Deaf Children | 6 sem. hrs. | | | | | | |

*May be waived upon completion of twenty-seven months of successful teaching experience under supervision with deaf children.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# CERTIFICATION LAWS AND REGULATIONS**

## Teachers of Deaf Children

A. An applicant for the provisional special certificate to teach deaf children, who does not qualify for a provisional teaching certificate, shall submit evidence of the following preparation (included within or in excess of the requirement for a bachelor's degree) from a college or university approved to prepare teachers of the deaf and/or an approved school for the deaf which is affiliated with a college or university.

| | | |
|---|---|---|
| (1) | The Teaching of Speech to the Deaf | 4 sem. hrs. |
| (2) | The Teaching of Language to the Deaf | 4 sem. hrs. |
| (3) | Methods of Teaching Elementary Subjects to the Deaf | 4 sem. hrs. |
| (4) | Problems in Education and Guidance of the Deaf | 2 sem. hrs. |
| (5) | Anatomy of Auditory and Speech Mechanisms | 2 sem. hrs. |
| (6) | Audiometry and Hearing Aids | 2 sem. hrs. |
| (7) | Auditory Training | 2 sem. hrs. |
| (8) | Methods of Teaching Speechreading | 2 sem. hrs. |
| (9) | Psychology or Education of Exceptional Children | 6 sem. hrs. |
| (10) | Observation and Student Teaching in Classes for Deaf Children | 6 sem. hrs. |

**Adopted by State Board of Education December 11, 1961. Effective January 1, 1963.

B. An applicant for the provisional special certificate to teach deaf children, who holds a standard elementary, secondary or special certificate, shall submit evidence of the following preparation from a college or university approved to prepare teachers of the deaf and/or an approved school for the deaf which is affiliated with a college or university.

| | | |
|---|---|---|
| (1) | The Teaching of Speech to the Deaf | 4 sem. hrs. |
| (2) | The Teaching of Language to the Deaf | 4 sem. hrs. |
| (3) | Audiometry and Hearing Aids | 2 sem. hrs. |
| (4) | Auditory Training | 2 sem. hrs. |
| (5) | Methods of Teaching Speechreading | 2 sem. hrs. |
| (6) | Methods of Teaching Elementary School Subjects to Deaf | 4 sem. hrs. |
| (7) | Psychology or Education of Exceptional Children | 2 sem. hrs. |
| (8) | Observation and Student Teaching in Classes for Deaf Children* | 6 sem. hrs. |

*May be waived upon the completion of twenty-seven (27) months of successful teaching experience under supervision with deaf children.

Form SE 01-02S

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

S. J. BONHAM, JR., DIRECTOR

# OTOLOGIST'S REPORT

____________________ ____________________ ____________________

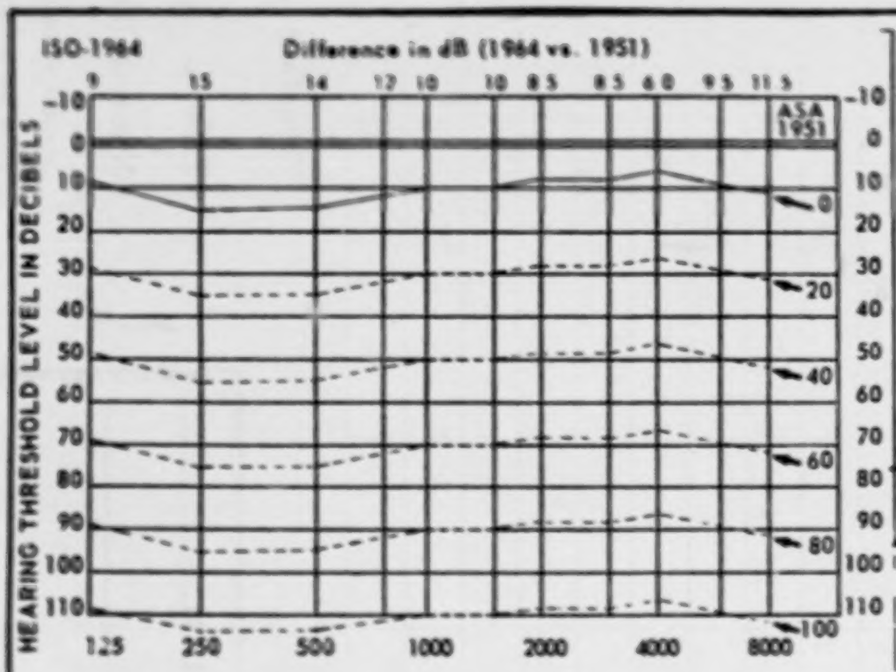
(Name of Child) (School District) (Birth Date)

History (Birth, Developmental, and Medical): ____________________

Ear, Nose and Throat Examination ____________________

Diagnosis ____________________

Medical Recommendation ____________________



**Ave. Pure Tone Hearing Loss (500 - 2000 cps)**

| | Left | Right |
|---|---|---|
| AC | db | db |

**Thresholds**

| Left | Right | Field |
|---|---|---|
| db | db | db |
| db | db | db |

This audiogram is plotted on the basis of:

☐ 1964 ISO reference thresholds

☐ 1951 ASA reference thresholds

(Check one of these squares)

Readings obtained on an audiometer calibrated to the 1951 ASA thresholds may be converted to, and plotted as, "Hearing Threshold Levels" based on the 1964 ISO reference thresholds by adding the appropriate "Difference in dB" at each frequency. To convert readings based on the 1964 ISO reference thresholds to readings based on the 1951 ASA reference thresholds, subtract the "Difference in dB".

Examiner ____________________

Professional Title ____________________

Address ____________________

(Street) (City) (State)

Date of Examination ____________________

**Submit in Triplicate**

**Form SE 01**

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# APPLICATION FOR APPROVAL OF SPECIAL EDUCATION UNIT FOR DEAF

Name of School ______________ School District ______________ County ______________

| Name of Pupil | Birth Date | Psychological Data | | | Hearing Loss | | | No. of Years in School | County and School District for Tuition Pupils* |
|---|---|---|---|---|---|---|---|---|---|
| | | Test | I. Q. | Date | Right | Left | Date Tested | | |
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 4. | | | | | | | | | |
| 5. | | | | | | | | | |
| 6. | | | | | | | | | |
| 7. | | | | | | | | | |
| 8. | | | | | | | | | |
| 9. | | | | | | | | | |
| 10. | | | | | | | | | |

Approved ______________ A. D. M. ______________

Rejected ______________

______________

Director, Div. of Sp. Ed.

Date ______________

Signature ______________

**Superintendent or Designated Representative**

Title ______________

Name of Teacher ______________

**Number of years in present assignment** ..............................

***Form SE 01 (F) must be completed for all teachers new to program.**

Approval of these special education units is contingent upon maintenance of minimum standards established by the State Board of Education

## INSTRUCTIONS

Column 1. List names of pupils in alphabetical order, last name first.

2. Report birth dates in the following order: month—day—year.

3. Information relative to intelligence quotient; report name of test used, numerical I. Q. score, and date test was administered.

4. Hearing loss should be reported in decibels for the frequencies in the speech range (500 to 2000 cps) for each ear. To find the average, total the loss recorded for the three frequencies; divide by three. Compute and report loss for each ear. (ISO 1964)

If the audiogram reveals a precipitous high frequency curve of hearing loss, average the two better frequencies (500-2000 cps).

If an aided speech reception threshold has been established report this figure in parenthesis.

5. Report number of years child has attended school.

6. Tuition pupils—report name of county and name of sending school district. Boarding pupils—report them by placing asterisk after the name of sending school district.

7. Complete Form 01 F for all teachers new to the program and/or those not certificated to teach deaf children; include course number and credit earned in semester hours, year completed and number of years of experience teaching the deaf.

# EDb-215-02 UNITS FOR HARD OF HEARING CHILDREN

## Ohio State Board of Education

# EDb-215-02 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR HARD OF HEARING CHILDREN

**(Adopted August, 1966)**

## (A) General

(1) A special education unit or fractional unit for hard of hearing children may be approved only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to hard of hearing children.

(3) A special education unit for the supervision of a program including classes for deaf children and/or classes for hard of hearing children may be approved where there are 10 or more units.

(4) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(5) All children enrolled in an approved special education unit for hard of hearing children shall meet the standards listed below.

## (B) Eligibility

(1) Any educable child who meets the following requirements shall be eligible for placement in a special education unit for hard of hearing children.

(a) Has an intelligence quotient of 50 or above based upon an individual psychological examination administered by a qualified psychologist, is capable of profiting substantially from instruction, and is of legal school age.

(b) Has a relatively flat audiometric contour and an average pure tone hearing threshold of 50 dB or greater for the frequencies 500, 1000 and 2000 cps in the better ear (ISO-1964), or

Has an abruptly falling audiometric contour and an average pure tone hearing threshold of 50 dB or greater in the better ear for the two better frequencies within the 500-2000 cps frequency range (ISO-1964), or

Functions as a hard of hearing child and is approved for placement in a special education class by the Division of Special Education.

(2) A current audiological and otological examination shall be required for placement in approved special education units for hard of hearing children. Periodic examination shall be required for continued placement in an approved program.

(3) Hard of hearing children with intelligence quotients between 50-80 *should be placed in a special education program for slow learning hard of hearing children.*

## (C) Class Size and Age Range

(1) In units where hard of hearing children receive all of their instruction with the special education teacher the minimum enrollment shall be 8 and the maximum 10.

(2) In units where the majority of the children receive instruction with a special education teacher and participate only in physical education, art and music classes, the minimum enrollment shall be 8 and the maximum 12.

(3) In units where hard of hearing children are integrated but receive instruction with a special education teacher in lipreading drill and practice, auditory training, speech therapy and tutoring in academic subjects, the minimum enrollment shall be 8 and the maximum 15.

(4) The chronological age range for a class of hard of hearing children at any level of instruction shall not exceed 48 months.

**(D) Housing, Equipment and Materials**

(1) A special education unit for hard of hearing children shall be housed in a classroom in a regular school building (or in a special public school) which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) A special education unit for hard of hearing children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.

(3) A special education unit for hard of hearing children shall provide the materials and equipment necessary for instruction of these children.

  (a) Each classroom shall be equipped with suitable group auditory training equipment. Provision shall be made for maintenance and repair.

**(E) Program**

(1) Teachers of hard of hearing children shall follow outlines and/or special courses of study in their daily program planning.

(2) Classes for hard of hearing children may be organized as self-contained units in which the children receive full time instruction from the special teacher.

(3) Classes for hard of hearing children may be organized so that provision can be made for some children to receive full time instruction from the special teacher, while others receive some instruction from the special teacher and are integrated on an individual basis in proportion to the child's ability to succeed.

(4) Special education units for hard of hearing children shall be approved at the secondary level only on an experimental or research basis as outlined in (A) (2). Proposals for these must be submitted prior to application for approval.

(5) Special consideration for placement in secondary school programs should be given those hard of hearing children who received instruction in special education classes through the elementary school. Other alternatives which may be considered in addition to that outlined above are:

  (a) Assignment to a regular class on full-time basis if no additional instruction with special teacher is needed.

  (b) Assignment to an approved class for slow learning children if they have sufficient mastery of special skills (lipreading, auditory training, speech and language), do not require additional instruction with hard of hearing and are capable of profiting from this instruction.

  (c) Assignment to an approved special education class for deaf children if their needs in the language arts subjects are comparable to those of deaf children at this level.

(6) There shall be written policies for the selection and placement of children in classes for hearing children on a full or part-time basis.

(7) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for hard of hearing children.

**(F) Teacher Qualifications**

(1) A teacher shall meet all the requirements for certification as established by the State Board of Education for this area of specialization.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# ADMINISTRATIVE CRITERIA

## APPROVAL OF TEACHERS IN SPECIAL EDUCATION UNITS FOR HARD OF HEARING CHILDREN EFFECTIVE 1963-64

State Board of Education Program Standards — EDb-215-02

A. Teachers currently in service will be approved if they:

1. Hold certification for teaching hard of hearing children as prescribed in Certification Standards adopted December 1961.
2. Hold a standard elementary, secondary or special teaching certificate validated for teaching the hard of hearing as provided for under certification procedures prior to 1961.
3. Hold a valid teaching certificate and submit a statement of intention to complete the certification requirements within a five-year period. This shall include all teachers, irrespective of years of service; and teachers so approved shall submit evidence of preparation status annually until the requirements have been completed.
4. Hold a Life Certificate issued prior to September 5, 1935.

B. Teachers new to the program will be approved if they:

1. Hold certification for teaching hard of hearing children as prescribed in Certification Standards adopted December 1961.
2. Hold a standard elementary, secondary or special certificate validated to teach the hard of hearing as proivded for under certification procedures prior to 1961.
3. Hold a valid teaching certificate and submit evidence of completing prescribed certification to teach the hard of hearing within five years of assignment to the special class for hard of hearing children. Teachers approved under this agreement shall submit evidence of preparation status annually until all certification requirements are met.

C. Emergency Situations:

1. A teacher in service prior to September 1963 who meets with an emergency which prevents him or her from completing the certification requirements may have the time limits extended for one year.
2. In case of a vacancy, a teacher who holds a valid teaching certificate may be approved for the current school year. A teacher so approved shall submit evidence of preparation status annually until the certification pattern is completed.

**Submit in Duplicate** **Form SE 02 (F)**

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## TEACHER QUALIFICATIONS—SPECIAL EDUCATION UNITS FOR HARD OF HEARING CHILDREN

Section EDb-215.02 State Board of Education Standards

Name of Teacher ____________________

Name of School ____________________

Name of School District ____________________ County ____________

**Transcript of credits on file in the Board of Education Office indicates one of the following. Please check the appropriate section.**

______ 1. Teacher holds the special certificate to teach hard of hearing children.

______ 2. Teacher holds a standard elementary, secondary or special certificate validated for teaching hard of hearing children.

______ 3. Teacher holds a Life Certificate issued prior to September 5, 1935.

______ 4. Teacher is not certificated to teach hard of hearing children as prescribed in Ohio Certification Standards effective September 1963.

   ______ a. Teacher has filed a letter of intent to complete training as prescribed in Administrative Criteria, effective September 1963. Date of letter __________.

Date ____________ Name ____________________

Superintendent or Designated Representative

## Teacher Preparation

| Course Title | Credit Required | Credit Earned | Date Completed | | | | |
|---|---|---|---|---|---|---|---|
| The Teaching of Speech to the Deaf | 4 sem. hrs. | | | | | | |
| The Teaching of Language to the Deaf | 4 sem. hrs. | | | | | | |
| Methods of Teaching Speechreading | 2 sem. hrs. | | | | | | |
| Audiometry and Hearing Aids | 2 sem. hrs. | | | | | | |
| Auditory Training | 2 sem. hrs. | | | | | | |
| Psychology or Education of Exceptional Children | 2 sem. hrs. | | | | | | |
| *Observation and Student Teaching in Classes for Deaf or Hard of Hearing | 6 sem. hrs. | | | | | | |

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*May be waived upon completion of twenty-seven months of successful teaching experience under supervision with deaf or hard of hearing children.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# CERTIFICATION LAWS AND REGULATIONS**

## Teachers of Hard of Hearing Children

A. An applicant for provisional special certificate to teach hard of hearing children shall submit evidence of the completion of the current requirements for the provisional certificate at the level for which the special certificate is requested and evidence of the following preparation in a college or university approved to train teachers of hard of hearing.

| | | |
|---|---|---|
| (1) | The Teaching of Speech to the Deaf | 4 sem. hrs. |
| (2) | The Teaching of Language to the Deaf | 4 sem. hrs. |
| (3) | Methods of Teaching Speechreading | 2 sem. hrs. |
| (4) | Audiometry and Hearing Aids | 2 sem. hrs. |
| (5) | Auditory Training | 2 sem. hrs. |
| (6) | Psychology or Education of Exceptional Children | 2 sem. hrs. |
| (7) | Observation and Student Teaching in Classes for Deaf or Harding Children* | 6 sem. hrs. |

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**Adopted by the State Board of Education December 11, 1961. Effective January 1, 1963.

*May be waived upon completion of twenty-seven (27) months of successful teaching experience under supervision with deaf or hard of hearing children.

Submit in Triplicate

Form SE [illegible]

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## APPLICATION FOR APPROVAL OF SPECIAL EDUCATION UNIT FOR HARD OF HEARING

Name of School ______________ School District ______________ County ______________

| Name of Pupil | Birth Date | Psychological Data | | | Hearing Loss | | | No. of Years in School | County and School District for Tuition Pupils* |
|---|---|---|---|---|---|---|---|---|---|
| | | Test | I.Q. | Date | Right | Left | Date Tested | | |
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 4. | | | | | | | | | |
| 5. | | | | | | | | | |
| 6. | | | | | | | | | |
| 7. | | | | | | | | | |
| 8. | | | | | | | | | |
| 9. | | | | | | | | | |
| 10. | | | | | | | | | |

Approved ______________ A.D.M. ______
Rejected ______________
______________
Director, Div. of Sp. Ed.
Date ______________

Signature ______________
Superintendent or Designated Representative
Title ______________
Name of Teacher ______________
Number of years in present assignment ______________

*Form SE [illegible] (F) must be completed for all teachers new to program.

Approval of these special education units is contingent upon maintenance of minimum standards established by the State Board of Education.

## INSTRUCTIONS

Column 1. List names of pupils in alphabetical order, last name first.

2. Report birth dates in the following order: month-day-year.

3. Information relative to intelligence quotient; report name of test used, numerical I.Q. score, and date test was administered.

4. Hearing loss should be reported in decibels for the frequencies in the speech range (500 to 2000 cps) *for each ear*. To find the average, total the loss recorded for the three frequencies; divide by three. Compute and report loss for each ear. (ISO-1964)

   If the audiogram reveals a precipitous high frequency curve of hearing loss, average the better frequencies (500-2000 cps).

   If an aided speech reception threshold has been established report this figure in parenthesis.

5. Report number of years child has attended school.

6. Tuition pupils—report name of county and name of sending school district. Boarding pupils—report them by placing asterisk after the name of sending school district.

7. Complete Form 02 F for all teachers new to the program and/or those not certificated to teach hard-of-hearing children; include course number and credit earned in semester hours, year completed and number of years of experience teaching the hard of hearing.

# EDb-215-03 UNITS FOR CRIPPLED CHILDREN

Ohio State Board of Education

## EDb-215-03 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR CRIPPLED CHILDREN

(Adopted August, 1966)

### (A) General

(1) A special education unit or fractional unit for crippled children may be approved only within these standards.

(2) A special education unit or fractional unit for occupational therapy or physical therapy may be approved only within these standards.

(3) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to crippled children.

(4) A special education unit for supervision of a program including classes for crippled children may be approved where there are ten or more units.

(5) A special education unit or fractional unit for crippled children may be approved for instruction in hospitals.

(6) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(7) All children enrolled in an approved special education unit for crippled children shall meet the standards listed below.

### (B) Eligibility

(1) A child who has a congenital or acquired physical disability which prevents successful functioning in a regular classroom may be placed in a special education unit for crippled children upon evidence of:

(a) Current medical report of a qualified physician presently treating the crippling condition.

(b) The physical and mental readiness to benefit from instruction.

(2) Crippled children of legal school age with an intelligence quotient above 50, as indicated by an individual psychological examination by a qualified psychologist, may be placed in the special education unit if it is determined that they are capable of profiting from a formal educational program.

(3) Crippled children functioning within the slow learning range of mental ability (intelligence quotient 50-80) *should be placed in a special program for slow learning crippled children.*

### (C) Class Size and Age Range

(1) The minimum number of pupils in a special education unit for crippled children shall be 8.

(2) Maximum class size shall be determined as follows:

(a) A primary or intermediate unit of children within an age range of 12 to 35 months shall not exceed an enrollment of 18.

(b) A primary or intermediate unit of children within an age range of 36 to 48 months shall not exceed an enrollment of 14.

(c) A junior or senior high school unit of children within a 12 to 35 months age range shall not exceed an enrollment of 18.

(d) A junior or senior high school unit of children within 36 to 48 months age range shall not exceed an enrollment of 16.

(3) A unit for slow learning crippled children (intelligence quotient 50-80) or any unit which includes slow learners shall have a minimum enrollment of 8 children and a maximum enrollment of 12 children.

(4) The chronological age range for a class of crippled children at any level

of instruction shall not exceed 48 months.

**(D) Housing and Equipment**

(1) A special education unit for crippled children shall be housed in a classroom in a regular school building (or in a special public school) which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) All necessary special equipment, furnishings and materials for the instruction, safety and treatment of crippled children shall be provided.

(a) The building entrance shall be at ground level or equipped with an appropriate ramp.

(b) Class, treatment and cot rooms shall be located on the first floor of the building unless elevators are available.

(c) Toilet rooms and drinking fountains shall be appropriately equipped for crippled children, including necessary safety grab bars and at least one stall designed to accommodate a wheel chair.

(d) Floors should be of a nonskid nature and free of excessive wax.

(e) An adequate physical activities, recreational area shall be provided.

(f) Lunchroom facilities shall include furniture, eating utensils and equipment suitable to the needs of the children.

**(E) Program**

(1) A special education unit for crippled children may be approved when organized at the elementary and/or secondary level.

(2) Special education programs for crippled children should provide continuing instructional programs and services from kindergarten through the secondary levels.

(3) The educational program shall provide instruction and training appropriate to the mental ability and physical limitations of the children enrolled.

(4) The daily schedule for each child shall be based upon his physical condition, academic level and treatment routine.

(5) The curriculum shall include physical activities, recreation, life enrichment and, at the secondary level, a work-study program adjusted to the limitations of the children, utilizing the teacher, occupational and physical therapist, available physical education personnel, work-study coordinators and community resources.

(6) Crippled children may participate in the general school program and in certain cases may participate in selected regular class activities provided they evidence the ability to profit from such placement.

(7) Special education units for occupational and physical therapy shall provide treatments as prescribed in writing by a licensed physician.

(a) Individual prescriptions signed by the physicians shall be kept on file in these units.

(8) There shall be written policies for the selection and placement of children in a regular class on a full or part-time basis.

(9) There shall be evidence of periodic evaluation of the educational program of all children placed in approved units for crippled children.

**(F) Teacher Qualifications**

(1) Teachers, occupational therapists and physical therapists shall meet the requirements for certification established by the State Board of Education for their particular area of specialization.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# ADMINISTRATIVE CRITERIA

## APPROVAL OF TEACHERS IN SPECIAL EDUCATION UNITS FOR CRIPPLED CHILDREN EFFECTIVE 1967

**State Board of Education Program Standard EDb - 215-03**

A. Teachers will be approved if they meet one of the following criteria:

1. Hold certification for teaching crippled children as prescribed in Certification Standards adopted December, 1961.

2. Hold a standard elementary, secondary or special teaching certificate *validated* for the teaching of the crippled as provided under certification procedures prior to 1961.

3. Hold a standard elementary, secondary, special, cadet or temporary certificate and:

   a. File with the local superintendent of schools a letter of intention to complete the teacher education requirements to teach the crippled within *three years* of the assignment to an approved unit for crippled children and

   b. Submit a copy of a valid certificate for teaching crippled children to the Division of Special Education *prior* to the end of the three year period.

B. Emergency Situations:

1. If a superintendent of schools submits to the Division of Special Education evidence of an emergency which prevents the teacher from completing the certification requirements within three years, the time may be extended one year.

C. Other:

1. A teacher employed to teach slow learning crippled children may hold certification as prescribed in Certification Standards adopted December, 1961, in either crippled or slow learning to qualify for unit approval.

## OCCUATIONAL THERAPISTS

A. Occupational therapists may be approved if they hold registration in the American Occupational Therapy Association and meet one of the following criteria:

1. Hold certification as prescribed in Certification Standards adopted December, 1961.

2. Hold a standard elementary, secondary, special, cadet or temporary certificate an

   a. File with the local superintendent of schools a letter of intention to complete the requirements for occupational therapy within *three years* o the assignment to an approved uni for crippled children and

   b. Submit a copy of a valid certificate i Occupational Therapy to the Divisio of Special Education *prior* to the en of the three year period.

B. Emergency Situations:

1. If a superintendent of schools submit evidence to the Division of Special Educa- tion of an emergency which prevents th occupational therapist from completin certification requirements within thre years, the time may be extended one yea

## PHYSICAL THERAPISTS

A. Physical therapists will be approved if the hold the Ohio Medical Board License in phy- sical therapy and if they meet one of th following criteria:

1. Hold certification for physical therapy a prescribed in Certification Standar adopted December, 1961.

2. Hold a standard elementary, secondar special, cadet or temporary certificate an

a. File with the local superintendent of schools a letter of intention to complete the requirements for physical therapy within *three years* of assignment to an approved unit for crippled children and

b. Submit a copy of a valid certificate in physical therapy to the Division of Special Education *prior* to the end of the three year period.

B. Emergency Situations:

1. If a superintendent of schools submits evidence to the Division of Special Education of an emergency which prevents the therapist from completing certification requirements within three years, the time may be extended one year.

**Notation:** Those teachers and therapists who were approved in *1963* under the Grandfather Clause will continue to be approved *as long as they continue their work in the SAME SCHOOL SYSTEM.*

The following criteria adopted in 1963 is applicable:

I. Teachers:

2. Hold an elementary or secondary certificate (excluding temporary and cadet certificates) and successfully completed three continuous years of teaching crippled children in an approved program.

II. Occupational Therapists:

2. Hold a Bachelor's Degree and successfully practiced three continuous years in an approved orthopedic program while under contract to a board of education.

III. Physical Therapists:

2. Hold a Bachelor's Degree, Ohio Medical Board License, and has successfully practiced three continuous years in an approved orthopedic program while under contract to a board of education.

**Submit in Duplicate**

Form SE 03 (F)

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# TEACHER AND THERAPISTS QUALIFICATIONS—SPECIAL EDUCATIONAL UNITS FOR CRIPPLED CHILDREN

Section EDb-215-03, State Board of Education Standards

Name of Teacher____________________________________

Name of School____________________________________

Name of School District________________________ County____________

Transcript of credits on file in Board of Education office indicates one of the following: (Check appropriate section)

______ 1. Teacher holds the special certificate for teaching crippled children.

______ 2. Teacher holds standard elementary, secondary, or special certificate and has successfully completed 3 years of teaching crippled children in an approved program.

______ 3. Teacher holds a life certificate issued prior to September 5, 1935.

______ 4. Teacher is not certificated to teach crippled children as prescribed in Ohio Certification Standards adopted December 1961.

    ______ a. Teacher has filed a letter to complete training as prescribed in Administrative Criteria, effective September 1963. Date of letter________________.

## SPECIAL COURSE PREPARATION PATTERN

| COURSE TITLE | CREDIT REQUIRED | CREDIT EARNED | DATE COMPLETED |
|---|---|---|---|
| Education of the Physically Handicapped | 4 Sem. Hrs. | | |
| Psychology or Education of Exceptional Children | 2 Sem. Hrs. | | |
| Education of Multihandicapped Children | 2 Sem. Hrs. | | |
| 9 Months Teaching Experience at Grade for which Special Certificate is Requested | *9 Mo. | | |

*May be Waived (See Certification Standards)

Date________________

______________________________
Superintendent or Designated Representative

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# CERTIFICATION LAWS AND REGULATIONS[**]

## Teachers of Crippled Children

A. An applicant for the provisional special certificate to teach crippled children shall submit evidence of the following preparation:

(1) A provisional certificate at the level for which the special certificate is requested.

(2) Nine (9) months of teaching experience at the level for which the special certificate is requested.[*]

(3) Eight semester hours of special preparation in the following pattern:

| | |
|---|---|
| (a) Education of the Physically Handicapped | 4 sem. hrs. |
| (b) Psychology or Education of Exceptional Children | 2 sem. hrs. |
| (c) Education of Multi-Handicapped Children | 2 sem. hrs. |

---

[*] May be waived upon the satisfactory completion of six additional semester hours of observation and student teaching with crippled children.

[**] Adopted by State Board of Education December 11, 1961. Effective January 1, 1963.

## Physical Therapy (Orthopedic School)

A. An applicant for the provisional special certificate in physical therapy shall present evidence of the following preparation:

(1) Ohio Medical Board License in Physical Therapy.
(2) Bachelor's Degree.

(3) Eight semester hours of special preparation in the following pattern:

| | |
|---|---|
| (a) Education of the Physically Handicapped | 4 sem. hrs. |
| (b) Psychology or Education of Exceptional Children | 2 sem. hrs. |
| (c) Education of Multi-Handicapped Children | 2 sem. hrs. |

## Occupational Therapy (Orthopedic School)

A. An applicant for the provisional special certificate in occupational therapy shall submit evidence of the following preparation:

(1) Completion of an approved curriculum as required by the Council on Medical Education and Hospitals of the American Medical Association in occupational therapy plus a minimum of nine (9) months internship in clinical affiliations.

(2) Bachelor's Degree.

(3) Eight semester hours of special preparation in the following pattern:

| | |
|---|---|
| (a) Education of Physically Handicapped | 4 sem. hrs. |
| (b) Psychology or Education of Exceptional Children | 2 sem. hrs. |
| (c) Education of Multi-Handicapped children | 2 sem. hrs. |

Submit in Triplicate

Form SE 03

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# APPLICATION FOR SPECIAL EDUCATION UNIT FOR CRIPPLED CHILDREN

Name of School__________ School District__________ County__________

| Name of Pupil | Birth Date | Psychological Data | | | Medical Data | |
|---|---|---|---|---|---|---|
| | | I.Q. | Date of Test | Name of Test | Diagnosis | Exam Date |
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Type of Unit: Regular__________ Primary__________ Intermediate__________

Slow Learning__________ Junior High__________ Senior High__________

Age range span of class__________

Signature__________

Superintendent or Designated Representative

Title__________

*Name of Teacher__________

*Form SE 03 (F) must accompany this application if teacher is new to the program or is not certificated to teach crippled children.

Approved__________ Rejected__________

Date__________ A. D. M.__________

__________

Director, Div. of Sp. Ed.

## INSTRUCTIONS FOR COMPLETION

1. List the pupils enrolled in alphabetical order, use last name first.
2. Report day, month, and year of brith.
3. Complete entire unit application.

OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

**Application for Unit Approval:** P. T.________ O. T.________ Date________________

Name of School________________ School District________________ County____________

| Name of Pupil | Diagnosis | Treatment | Times Per Week | Date of Prescription | Observation |
|---|---|---|---|---|---|
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Approved________________

Rejected________________

________________________

Director, Div. of Sp. Ed.

DATE________________

________________________

Supt. or Designated Representative

Title________________________

*Name of Therapist________________

*Form 03 (F) must accompany this application if therapist is new to the program or is not certificated to teach crippled children.

(OVER)

## INSTRUCTIONS FOR COMPLETION

1. List pupils receiving treatment or observation, use last name first.
2. Report diagnosis.
3. Mark if child is to receive prescribed treatment.
4. Report number of times per week that pupil is prescribed to receive treatment.
5. Report date of last prescription.
6. Mark if child is only to be observed.

# EDb-215-04 UNITS FOR VISUALLY HANDICAPPED CHILDREN

## Ohio State Board of Education

## EDb-215-04 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR VISUALLY HANDICAPPED CHILDREN

(Adopted August, 1966)

### (A) General

(1) A special education unit or fractional unit for visually handicapped children may be approved only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to visually handicapped children.

(3) A special education unit for supervision of a program including classes for visually handicapped children may be approved where there are ten or more units.

(4) The superintendent of the school district of attendance (or his designated representative other than a classroom teacher) is responsible for the assignment of pupils to approved special education units.

(5) All children enrolled in an approved special education unit for visually handicapped children shall meet the standards listed below.

### (B) Eligibility

(1) Children whose visual handicap prevents successful functioning in a regular classroom may be placed in a special education unit when the vision is 20/70 or less in the better eye after correction or when the child cannot read 18 point print at any distance, on the basis of a current examination by an eye specialist.

(2) Visually handicapped children of school age with an intelligence quotient above 50, based upon an individual psychological examination administered by a qualified psychologist, may be placed in the special education unit if they are capable of profiting from an educational program.

(3) Visually handicapped children with an intelligence quotient between 50 and 80 *should be placed in a special program for slow learning visually handicapped children.*

### (C) Class Size and Age Range

(1) Minimum class size for a unit of visually handicapped children shall be 8.

(2) Maximum class size in a self-contained program shall be determined as follows:

  (a) A primary or intermediate unit of children within an age range of 12 to 35 months shall not exceed an enrollment of 12.

  (b) A primary or intermediate unit of children within an age range of 36 to 48 months shall not exceed an enrollment of 10.

  (c) A junior or senior high school unit of children within a 12 to 35 month age range shall not exceed an enrollment of 14.

  (d) A junior or senior high school unit of children within a 36 to 48 month age range shall not exceed an enrollment of 12.

(3) Enrollments in a resource program shall be dependent upon age range, academic achievement, and degree of visual problem, but in no case shall it be fewer than 8 children not exceed 16 children per unit.

(4) Enrollments in an itinerant program shall be dependent upon age range, academic achievement and degree of visual problem, but in no case shall it be fewer than 8 children per unit.

(5) Combination resource and itinerant programs may be approved by the Division of Special Education based upon a proposal submitted in advance.

## (D) Housing, Equipment and Materials

(1) A special education unit for visually handicapped children shall be housed in a classroom in a regular school building which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) A special education unit for visually handicapped children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.

(3) A special education unit for visually handicapped children shall provide the special materials and equipment necessary for the instruction of these children.

- (a) Textbooks used in the regular grades and corresponding special texts (Braille, Large Type, Tapes) shall be provided for the use of visually handicapped children.
- (b) Special equipment, such as Braille writers, tape recorders, Braille slates, typewriters, and Talking Books, shall be provided according to the educational needs of the children.

## (E) Program

(1) A special education unit for visually handicapped children may be approved when organized as a unit for partially seeing children, for blind children, or a combination unit for both partially seeing and blind children.

(2) A special education unit for visually handicapped children may be approved when organized as a special class program, as an itinerant teacher plan and /or as a resource room plan.

(3) A special education unit for visually handicapped children may be approved when organized at the elementary or the secondary level.

(4) All records, including physical and psychological data, shall be maintained by the district providing the special education unit and used as a basis for the placement and transfer of children.

- (a) Copies of these records shall be provided the special teacher of the unit for her information and guidance in the education of the child.
- (b) Appropriate records shall be provided any school enrolling the child in case of transfer.

(5) The educational program shall provide instruction in all academic areas and special skills areas such as Braille, daily living and physical activities.

(6) Special education programs for visually handicapped children should provide continuing instructional programs and services from preschool through the secondary levels.

(7) Visually handicapped children assigned to regular classroom programs with children of their own mental and grade levels shall evidence the readiness and ability to profit from this placement and shall be provided with special materials, services and counseling according to their needs.

(8) There shall be written policies for the selection and placement of children in a regular class on a full or part-time basis.

(9) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for visually handicapped children.

## (F) Teacher Qualifications

(1) A teacher shall meet all the requirements for certification as established by the State Board of Education for this area of specialization.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# ADMINISTRATIVE CRITERIA

for

## APPROVAL OF TEACHERS IN SPECIAL EDUCATION UNIT FOR VISUALLY HANDICAPPED CHILDREN EFFECTIVE 1967

State Board of Education Program Standard EDb-215-04

A. Teachers will be approved if they meet one of the following criteria:

1. Hold certification for teaching blind children as prescribed in Certification Standards adopted December, 1961.
2. Hold a standard elementary, secondary or special teaching certificate *validated* for the teaching of the blind as provided under certification procedures prior to 1961.
3. Hold a standard elementary, secondary, special, cadet or temporary certificate and
    a. File with the local superintendent of schools a letter of intention to complete the teacher education requirements to teach the blind within *three years* of assignment to an approved unit for visually handicapped children and
    b. Submit a copy of a valid certificate for teaching blind children to the Division of Special Education *prior* to the end of the three year period.

B. Emergency Situations:

1. If a superintendent of schools submits evidence to the Division of Special Education of an emergency which prevents the teacher from completing the certification requirements within the three years, the time may be extended one year.

C. Other:

1. A teacher employed to teach partially seeing children and holding certification for teaching partially seeing children as prescribed in Certification Standards adopted December, 1961 will continue to qualify for unit approval.

**Submit in Duplicate** **Form SE 04 (F)**

OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## TEACHER QUALIFICATIONS—SPECIAL EDUCATION UNITS FOR VISUALLY HANDICAPPED CHILDREN

Section EDb-215-04 State Board of Education Standards

Name of Teacher______________________________

Name of School______________________________

Name of School District______________________________ County______________

Transcript of credits filed with Board of Education indicates one of the following. Please check appropriate section.

______ 1. Teacher holds the special certificate for teaching partially seeing and/or blind children.

______ 2. Teacher holds a standard elementary, secondary or special certificate validated for teaching partially seeing and/or blind children.

______ 3. Teacher holds Life Certificate issued prior to September 5, 1935.

______ 4. Teacher is not certificated to teach partially seeing and/or blind children as prescribed in Ohio Certification Standards, effective September, 1963.

    ______ a. Teacher has filed a letter of intent to complete training as prescribed in Administrative Criteria, effective September, 1963. Date of letter________.

### Teacher Preparation
### Partially Seeing

| Course Title | Credit Required | Credit Earned | Date Completed |
|---|---|---|---|
| Anatomy, Physiology and Hygiene of the Eye | 2 Semester Hours | | |
| Principles and Methods in the Education of Partially Seeing Children | 2 Semester Hours | | |
| Theory and Practice in the Education of Partially Seeing Children | 2 Semester Hours | | |
| Education of Multi-Handicapped Children | 2 Semester Hours | | |

## Teacher Preparation
## Blind

| Course Title | Credit Required | Credit Earned | Date Completed |
|---|---|---|---|
| Anatomy, Physiology and Hygiene of the Eye | 2 Semester Hours | | |
| Principles and Methods of Teaching Braille | 4 Semester Hours | | |
| Theory and Practice in the Education of Blind Children | 2 Semester Hours | | |
| Education of Multi-Handicapped Children | 2 Semester Hours | | |

Signature of Superintendent or Designated Representative

Name ____________________

Date ____________________

OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# CERTIFICATION LAWS AND REGULATIONS**

## Teachers of Blind Children

A. An applicant for the provisional special certificate to teach blind children shall submit evidence of the following preparation:

(1) A provisional certificate at the level for which the special certificate is requested.

(2) Nine (9) months of teaching experience at the level for which the special certificate is requested.*

(3) Ten semester hours of special preparation in the following pattern:

| | | |
|---|---|---|
| (a) | Anatomy, Physiology and Hygiene of the Eye | 2 sem. hrs. |
| (b) | Principles and Methods of Teaching Braille | 4 sem. hrs. |
| (c) | Theory and Practice in the Education of Blind Children | 2 sem. hrs. |
| (d) | Education of Multi-Handicapped Children | 2 sem. hrs. |

---

*May be waived upon the satisfactory completion of six additional semester hours of observation and student teaching with blind children.

**Adopted by State Board of Education December 11, 1961. Effective January 1, 1963.

Form SE 04

Submit in Triplicate
before October 1

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## APPLICATION FOR APPROVAL FOR SPECIAL EDUCATION UNIT FOR VISUALLY HANDICAPPED

Name of School ______________ School District ______________ County ______________

| Name of Pupil | Birth Date | I.Q. | Grade | Eye Specialist | Diagnosis | Corrected Vision | | | | Date of Eye Examination |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Distance | | Near | | |
| | | | | | | Right | Left | Right | Left | |
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Approved ______________ A. D. M. ______________

Rejected ______________

______________
Director, Div. of Sp. Ed.

Date ______________

Signature ______________
Superintendent or Designated Representative

Title ______________

*Teacher's Name ______________

*Form SE 04 (F) must accompany this application is teacher is new or is not certificated to teach blind.

## INSTRUCTIONS

1. List pupils in alphabetical order.
2. Give all dates as: month-day-year.
3. Record only *corrected* vision as given in eye report.
4. Include Form SE 04(F) if teacher is new or is not certificated to teach the blind or partially seeing.

# EDb-215-05 UNITS FOR NEUROLOGICALLY HANDICAPPED CHILDREN

Ohio State Board of Education

## EDb-215-05 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR NEUROLOGICALLY HANDICAPPED CHILDREN

(Adopted August, 1966)

### (A) General

(1) A special education unit or fractional unit for children with learning and behavioral problems related to a neurological handicap may be approved only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to children with neurological handicaps.

(3) A teacher-consultant who works full time with administrators, teachers, parents and medical personnel on problems relating to the education and adjustment of these children may be considered for approval as a full unit.

  (a) Approval of such units shall be based upon an outline of program, submitted annually.

(4) A full time special education unit may be approved for a supervisor of the program for neurologically handicapped children in a district which has ten or more approved self-contained class units for these children.

  (a) Two or more districts may share an approved unit for supervision.

(5) A special education unit or fractional unit may be approved *only* for districts where the services of a qualified school psychologist are available.

(6) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(7) All children enrolled in an approved special education unit for neurologically handicapped children shall meet the standards listed below.

### (B) Eligibility

(1) Children with a medical diagnosis of neurological handicap will be considered for placement if they are under active medical supervision.

  (a) Children with severe hearing, visual or motor involvement shall not be considered for this program.

  (b) Children must demonstrate the ability to produce connected language.

(2) Determination of eligibility shall be based upon physical, mental, social and emotional readiness as revealed through the complete findings of the attending physician and a qualified psychologist. All children must have a complete neurological evaluation, including an electroencephalogram, for initial placement in class.

(3) Children shall have an intelligence quotient of not less than 80 on an individual psychological examination administered by a qualified psychologist.

### (C) Class Size and Age Range

(1) Minimum class size for a unit of neurologically handicapped children shall be 8. Maximum size shall be 10.

(2) Age range within a unit shall not exceed 48 months.

(3) Children over the age of 14 shall not be enrolled in a special education unit for neurologically handicapped children.

  (a) Neurologically handicapped pupils over the age of 14 may be considered for special services by the teacher-consultant or through individual instruction.

### (D) Housing, Equipment and Materials

(1) A special education unit for neurologically handicapped children shall be housed in a classroom in a regular school building which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) Classrooms shall be large enough to accommodate special equipment, teaching materials, and individualized and small group instruction.

(3) Provision shall be made for the reduction of visual and auditory stimuli within the classroom and school building. Each class shall have available an adequate number of portable screens to reduce stimuli.

(4) Classrooms shall be equipped with desks and chairs in varying sizes to accommodate the physical development of children within the age range of the class.

(5) Several tables and chairs shall be provided for class activity and small group work. A tape recorded with earphones for individual listening and/or a record player with appropriate records shall be available.

**(E) Program**

(1) Program organization in the self-contained class shall be essentially the same as for other children of the same age in the same building. This applies to length of the school day and participation in selected general school activities.

  (a) Teacher assignments shall be similar to that of other teachers in the same building.

(2) There shall be written policies for the selection and placement of children in the special class and for return to the regular class on a full or part-time basis.

(3) There should be evidence that the teacher maintains periodic records for each child's academic progress and behavioral adjustment.

(4) There shall be evidence of periodic reporting to the parents of the child's academic progress and behavioral adjustment.

(5) The curriculum shall be the same as other children in the same school district with adjustments to meet their educational needs.

  (a) A diagnostic teaching approach shall be employed to utilize children's strengths and build on their weaknesses.

  (b) Appropriate behavioral managements techniques shall be utilized in the classroom to reduce extraneous stimuli, to minimize trial and error learning, to develop better self-concepts, and to provide external controls leading to increased self-control.

(6) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for neurologically handicapped children.

**(F) Teacher Qualifications**

(1) A teacher shall meet all the requirements for elementary certification as established by the State Board of Education.

(2) Additional professional preparation may be required by mutual agreement of the employing board of education and the Division of Special Education.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# A BRIEF SUMMARY OF THE OHIO PROGRAM FOR NEUROLOGICALLY HANDICAPPED CHILDREN

Prepared by:

**Joseph H. Todd**
*Educational Administrator*
Physically Handicapped

**Edward F. Berkheimer**
*Educational Consultant*
Physically Handicapped

Under the Direction of:

**S. J. Bonham, Jr.**
*Director of Division*

**Edward C. Grover**
*Assistant Director*

## I. History

| | |
|---|---|
| 1957-58 | United Cerebral Palsy of Ohio provided a grant to survey the educational needs of brain damaged children. Two classes started in Columbus Public Schools. |
| 1959-60 | Four classes in the Columbus Public Schools. |
| 1961-62 | State Board of Education adopted formal program standards for the establishment of classes for children with learning and behavior disorders related to a neurological handicap. |
| 1965-66 | Thirty-six classes in 12 school districts serving 271 children. Emphasis upon follow-up.<br>537 children receiving supplementary tutoring in addition to regular school attendance. |
| 1966-67 | Sixty-seven classes in 25 school districts serving 582 children. Experimentation with auditory perception techniques and with kindergarten children. |
| 1967-68 | Continued development: 132 classes in 45 districts serving 1,132 children. Approximately 1,500 on supplementary tutoring school. |

## II. Target

Primary age children of functionally average or better intelligence who are experiencing learning and/or behavior difficulties related to a neurological handicap. Diagnosis of a neurological handicap must be made by a physician and the child must be under medical supervision.

This program is directed at the primary grade levels. It focuses upon children who are not learning through the usual teaching methods and who are very often developing a strong secondary emotional overlay resulting in behavioral problems.

Our experience suggests that if the school is to play an effective role, emphasis must be placed upon early identification, treatment, and prevention before problems are allowed to develop to an intolerable state with regard to school participation.

## III. Goal

Successful return to the regular classroom. Tentative data at this time suggests that three out of four children are being returned to the regular classroom in three to four years. Age, mental ability, and severity of problem are critical variables.

## IV. Teacher Selection

Teachers are selected on the basis of their excellence in working with children, understanding of child growth and development, knowledge of primary basic skill work, ability to work individually with children, flexibility and willingness to learn. The Ohio Division of Special Education is providing training through summer institutes and area workshops; selected university course work is suggested. It is felt that a teacher's first two years in the special class should be considered an integral part of the training program.

## V. Program Concept

It has been our experience that a complete program for learning and behavioral difficulties in the public school must be three-phased if it is to be truly effective.

That is, (Phase A) there are some children that can profit from adjustments which can be practically carried out in the regular classroom. (Phase B) there are some children who can profit from a program of organized supplemental instruction in addition to the regular classroom activities.

(Phase C) a large proportion of these children need the benefits of a class specifically designed for learning and behavior disorders. The existence of the special class in the school system actually contributes to the in-service training which makes adjustment in the regular classroom (Phase A) and the supplemental tutoring program (Phase B) more practical and effective.

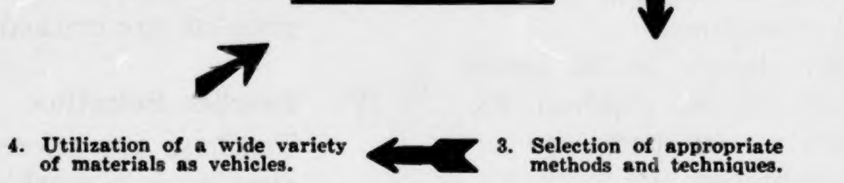
It is our belief that this three-phase approach directly contributes to a comprehensive elementary education program.

## VI. Operational Framework

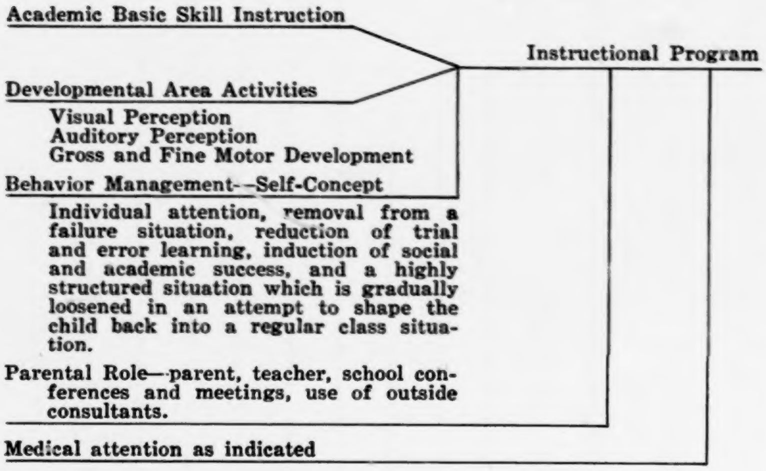
These classes have been carefully monitored both at the local and state levels. Exchange of information has been encouraged; efforts have been made to avoid the operation of competing "gasoline stations on opposite corners." These programs emphasize a pragmatic approach rather than the promulgation of any one theoretical position.

The following diagrams may help to illustrate the program concepts. Key factors appear to be individual attention to specific strength and weakness, coordination of perceptual and motor activities with basic skill work at the appropriate developmental level, heavy emphasis upon task, behavior and physical structure, and self-concept development. An attempt is made to manipulate the controls available in the special class structure to gradually shape the child back into a regular class situation.

Diagram 1: General Approach


1. Specific analysis of strengths and weaknesses by academic and related developmental area.
2. Diagnostic teaching frame of reference. Emphasizing sequential development of tasks.
CHILD WITH PROBLEM
3. Selection of appropriate methods and techniques.
4. Utilization of a wide variety of materials as vehicles.

## Diagram II: Instructional Program



Academic Basic Skill Instruction

Instructional Program

Developmental Area Activities

- Visual Perception
- Auditory Perception
- Gross and Fine Motor Development

Behavior Management--Self-Concept

Individual attention, removal from a failure situation, reduction of trial and error learning, induction of social and academic success, and a highly structured situation which is gradually loosened in an attempt to shape the child back into a regular class situation.

Parental Role—parent, teacher, school conferences and meetings, use of outside consultants.

Medical attention as indicated

**SUBMIT IN TRIPLICATE**

Form SE 05

## OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

### APPLICATION FOR APPROVAL OF SPECIAL EDUCATION UNIT FOR NEUROLOGICALLY HANDICAPPED CHILDREN

**Approval of these special education units is contingent upon maintenance of minimum standards established by the State Board of Education**

Name of School________________ School District________________ County________________

| Name of Pupil | Year in Program | Birth Date | I. Q. | Name of Test | Date Adm. | Name of Physician | Specific Diagnosis | Date of Exam |
|---|---|---|---|---|---|---|---|---|
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Age Range Span of Class________________ Teacher________________ Certificate held________________

Approved________________ Rejected________________

Date________________ A. D. M.________________

________________

**Director, Div. of Sp. Ed.**

Signature________________

**Superintendent or Designated Representative**

Title________________

## SPECIAL INSTRUCTIONS

1. List pupils in alphabetical order; use last name first.
2. Indicate whether this will be the child's first, second, etc. years in this special program.
3. Abbreviations may be used for name of intelligence test and where else they will be clearly understood
4. Children must have a medical diagnosis of a neurological handicap and be under active medical supervision.
5. Children must have an I. Q. of not less than 80 on an individual psychological examination.
6. Children with severe hearing, visual or motor involvement shall not be considered for this program.
7. Children must demonstrate the ability to produce connected language and communicative skills.

# EDb-215-06 UNITS FOR EMOTIONALLY HANDICAPPED CHILDREN

174/125

Ohio State Board of Education

## EDb-215-06 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR EMOTIONALLY HANDICAPPED CHILDREN

(Adopted August, 1966)

### (A) General—Residential Treatment Facility

(1) A special education unit or fractional unit may be approved for classes and occupational therapists for emotionally handicapped children only within these standards.

(2) A special education unit or fractional unit may be approved for experimental, demonstration or research purposes to explore new techniques, procedures or methodology for educational programs in residential treatment facilities.

(3) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(4) All children enrolled in an approved special education unit for emotionally handicapped children shall meet the standards listed below.

### (B) Eligibility—Residential Treatment Facility

(1) Emotionally handicapped children of legal school age enrolled in approved units shall have a general intelligence score of 60 or above as determined on an individual psychological examination administered by a qualified psychologist.

(2) Emotionally handicapped children enrolled in approved units shall be under an active, psychiatrically oriented treatment program.

(3) Emotionally handicapped children enrolled in approved units shall be able to profit substantially in an academic instructional program.

(4) There shall be a complete clinical report on each child enrolled in an approved unit. This report shall be on file in the residential treatment facility and shall be open to the Division of Special Education.

(5) The clinical report shall include a social case history, psychiatric and psychological evaluation, an estimate of prognosis, an outline of the treatment program and a record of progress in treatment.

### (C) Class Size and Age Range—Residential Treatment Facility

(1) The enrollment in an approved unit shall be a minimum of 8 children and a maximum of 12 children.

(2) The calendar age range in an approved unit shall not exceed 48 months.

### (D) Housing, Equipment and Materials—Residential Treatment Facility

(1) A special education unit for emotionally handicapped children shall provide adequate classroom facilities, the necessary educational materials, and appropriate equipment to meet the educational needs of these children.

### (E) Program—Residential Treatment Facility

(1) The superintendent of schools (or his designated representative) shall supervise and approve the instruction, academic content and curriculum of the educational program for approved units in cooperation with the Division of Special Education.

(2) Approved units in occupational therapy shall provide treatment as prescribed in writing by the attending psychiatrist.

(3) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for emotionally handicapped children.

### (F) Teacher Qualifications—Residential Treatment Facility

(1) All teachers and occupational therapists shall be under legal contract to the board of education applying for approval of the units.

(2) The teacher shall hold valid certification for the assigned area of instruction.

(3) The occupational therapist shall hold a valid certificate as an occupational therapist issued by the Department of Education.

(4) Additional professional preparation may be required of the teacher and the occupational therapist by mutual agreement of the employing board of education and the Division of Special Education.

**(G) General—Day School Program**

(1) School districts wishing to apply for approval of special education units for emotionally handicapped children in the public schools should submit in advance a written proposal outlining the program to the Division of Special Education.

(2) A special education unit or fractional unit may be approved for classes for emotionally handicapped children within the following standards.

(3) A special education unit or fractional unit may be approved *only* for districts where the services of a qualified school psychologist are available.

(4) A special education unit or fractional unit may be approved for experimental or demonstration purposes to explore techniques, procedures, functions or methodology for emotionally handicapped children in the public schools.

(5) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

**(H) Eligibility—Day School Program**

(1) There shall be written policies for the selection and placement of children in the special class and the selection and return of children to a regular class on a part or full time basis.

(2) All children enrolled in an approved special education unit for emotionally handicapped children shall meet the standards listed below:

(a) Emotionally handicapped children of legal school age enrolled in approved units shall have a general intelligence score of 80 or above as determined on an individual psychological examination administered by a qualified psychologist.

(b) Emotionally handicapped children enrolled in approved units shall be able to profit substantially in an academic instructional program.

**(I) Housing, Equipment and Materials**

(1) A special education unit for emotionally handicapped children shall be housed in a classroom in a regular school building, which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

**(J) Class Size and Age Range**

(1) The enrollment in an approved unit shall be a minimum of 6 children and a maximum of 15 children.

(2) The calendar age range in an approved unit shall not exceed 48 months.

**(K) Program**

(1) There shall be evidence of annual evaluation of the educational progress of all children placed in a special class for emotionally handicapped children.

**(L) Teacher Qualifications**

(1) The teacher shall hold valid certification for the assigned area of instruction.

(2) Additional professional preparation may be required of the teacher by mutual agreement of the employing board of education and the Division of Special Education.

Submit in Duplicate
by October 1

Form SE-06
Rev. 8/66

## OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

### Application for Approval of Special Education Unit for Emotionally Disturbed Children

Approval of these special education units is contingent upon maintenance of minimum standards established by the State Board of Education.

Name of School________ School District________ County________

| Name of Pupil | Birth Date | C. A. | I. Q. | *Is child under an active psychiatric treatment program | | Does child's file contain a full psychological report | |
|---|---|---|---|---|---|---|---|
| | | | | Yes | No | Yes | No |
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*Complete only for those students enrolled in a residential treatment program.

Name of Teacher________

Does teacher hold valid certificate for assigned area of teaching:________Yes ________No

Number of days per week assigned to instruction in Emotionally Disturbed Unit________

Is teacher under legal contract with your Board of Education:________Yes ________No

Date of Application________ ________
Signature of Superintendent or designated representative

Unit Approved________ A. D. M.________

Date Approved________ Approved by________
Director of Special Education

Submit in Duplicate
by October 1

Form SE-06E
Rev. 6/68

OHIO DEPARTMENT OF EDUCATION

# DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## Application for Approval of Special Education Unit for Occupational Therapist for Emotionally Disturbed Children

Approval of these special education units is contingent upon maintenance of minimum standards established by the State Board of Education.

Name of School________________ School District________________ County____________________

| Name of Therapist | Does he hold Valid Certificate as Occupational Therapist | | Is he under legal contract with your Board of Education | | Number of days per week assigned to children in approved emotionally disturbed unit | Number of children in emotionally disturbed unit served by therapist |
|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | | |
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Unit(s) Requested________________________

Date of Application________________________

________________________________
Signature of Superintendent or designated representative

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Unit(s) Approved ________________________

Date Approved________________________

Approved by________________________
Director of Special Education

# EDb-215-07 UNITS FOR EDUCABLE MENTALLY RETARDED

## EDb-215-07 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR SLOW LEARNING CHILDREN

(Adopted August, 1966)

### (A) General

(1) A special education unit or fractional unit may be approved for slow learning children only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to slow learning children.

(3) A special education unit for supervision of a program for slow learners may be approved when there are 30 or more approved units in a district.

  (a) Two or more districts may share an approved unit for supervision.

(4) All children enrolled in an approved special education unit for slow learning children shall meet the standards listed herein.

(5) A work-study coordinator who works full time with administrators, school staff, parents, pupils and the business community on problems relating to the job training and adjustment of senior high school slow learners may be considered for approval as a full unit.

  (a) Approval of such units shall be based upon a plan submitted in advance to the Division of Special Education.

  (b) Two or more districts or high schools may share an approved unit for work-study coordination.

(6) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

### (B) Eligibility

(1) Children shall be in the general intelligence range of 50 through 80. They shall also be of legal school age in the district operating the class, and must have sufficient maturity to adjust to general school routines.

(2) Intelligence level shall be determined through an individual examination by a qualified psychologist.

  (a) Preference is given to the Binet scale for children of elementary school age. The psychologist should use supplementary measures whenever need for these is indicated.

(3) A copy of the psychological report shall be available to the classroom teacher.

(4) In areas or school districts where school psychological service is not available, provisional admission to the class may be made on the basis of two or more recent group tests showing close agreement. Children so placed shall not score higher than 80 on either group test and should be given an individual appraisal within two years of placement in the special class.

(5) Children placed in slow learning classes shall be reevaluated periodically. Initial test results which are more than three years old shall not be used for continued placement.

  (a) Pupils who exhibit noticeable difficulty in behavioral adjustment and/or instructional progress in the special class(es) shall be given more frequent and more detailed reevaluation, including an appropriate medical diagnosis where indicated.

(6) Slow learning crippled children, or slow learning children with serious visual or hearing handicaps who reside in school districts where classes for children with similar physical handicaps are not available but where regular slow learning classes do exist, may be enrolled in such slow learning classes if:

  (a) They have been adjudged slow learning on the basis of an individual psychological examination.

(b) They are referred as crippled, visually handicapped, or hearing impaired by the proper medical authority.

(c) They can be transported either on the school bus or by other means as may be provided for physically handicapped children.

(d) They are sufficiently ambulatory, in the case of crippled children, to care for their own physical needs in a regular school situation.

(e) They fit the age range of the class or classes in operation and if the enrollment in such class(es) is sufficiently low that a physically handicapped child can be accommodated.

**(C) Class Size and Age Range**

(1) Minimum class size for a slow learning unit shall be 12 children.

(2) Maximum class size is as follows:

(a) An elementary unit with an age range of 24 months or less shall not exceed an enrollment of 20 pupils.

(b) An elementary unit with an age range of 25 to 48 months shall not exceed an enrollment of 16 pupils.

(c) A secondary unit with an age range of 24 months or less shall not exceed an enrollment of 22 pupils.

(d) A secondary unit with an age range of 25 to 48 months shall not exceed an enrollment of 20 pupils.

(e) In a secondary unit where a work-study program is in operation, maximum class size shall not exceed 30 pupils.

(3) Class size may be adjusted downward for individual units at any age level where pupils with multi-handicaps are enrolled.

**(D) Housing, Equipment and Materials**

(1) A special education unit for slow learning children shall be housed in a classroom in a regular school building, which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) Equipment and materials shall be appropriate for the maturity and interest levels of the children.

**(E) Program**

(1) A comprehensive program shall be provided to serve all slow learning children on a *continuum* from primary through high school.

(a) A district initiating its first unit shall provide a continuous program primary through secondary levels within six years.

(b) A district with a high school program shall develop a work-study program within three years from the time the special program is initiated.

(c) Two or more school districts may combine resources in order to provide adequate facilities for all slow learning pupils in the cooperating districts.

(2) Program organization shall be essentially the same as the program for other pupils of the same age in the same building. This applies to the length of the school day, amount of participation in general school activities, and grouping of pupils in the same classroom.

(a) In the elementary school the unit is primarily self-contained.

(b) In the secondary school, slow learners shall participate with the general student body in selected non-academic courses and activities.

(c) In secondary schools where several teachers work in a departmentalized manner, each teacher shall have the equivalent of one special unit as a full time assignment.

(d) In secondary schools where one special teacher carries full responsibility, this teacher shall have one special class only. While not all pupils at this age level remain with the special class teacher all day, the teacher's responsibility is a full time one.

(3) The instructional program for all age levels shall be appropriate to the needs and capabilities of slow learning pupils.

  (a) In the elementary programs, the special teacher has full time responsibility for the children.

  (b) In the secondary program, all academic work, personal and occupational guidance shall be carried on by the special class teacher(s). In addition, the special class teacher has the responsibility for coordination of the total instructional program for these pupils within the school.

  (c) The curriculum of an approved unit in high school shall include the minimum requirements toward graduation as established by the Ohio High School Standards.

  (d) Work-study programs in the senior high schools shall be a part of the total curriculum offering for these students.

(4) Teachers shall follow outlines and/or special courses of study in their daily program planning as designed for slow learning children.

(5) There shall be evidence of periodic evaluation of the educational progress of all children above the primary age range placed in approved units for slow learning children.

(F) **Teacher Qualifications**

(1) A teacher shall meet all the requirements for certification as established by the State Board of Education for this area of specialization.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# ADMINISTRATIVE CRITERIA

for

## APPROVAL OF TEACHERS IN SPECIAL EDUCATION UNITS FOR SLOW LEARNING CHILDREN EFFECTIVE 1967

### State Board of Education Standard EDb - 215-07

A. Teachers will be approved if they meet one of the following criteria:

1. Hold certification for teaching slow learning children as prescribed in Certification Standards adopted December, 1961.
2. Hold a standard elementary, secondary or special teaching certificate *validated* for slow learning, as provided for under certification procedures prior to 1961.
3. Hold a standard elementary, secondary, special, cadet, or temporary certificate and
    a. File with the superintendent of schools a letter of intention to complete the teacher education requirements for certification to teach slow learning children within three years of assignment to an approved unit for slow learning children, and
    b. Submit a copy of a valid certificate for teaching slow learning children to the Division of Special Education *prior* to end of the three year period.

B. Emergency Situations:

1. If a superintendent of schools submits evidence to the Division of Special Education of an emergency which prevents the teacher from completing the certification requirements within three years the time may be extended one year.

**Notation:** Those teachers who were teaching in an approved unit for slow learning children in *1963* were approved under special standards. They will be approved *as long as they continue to teach slow learners in the SAME SCHOOL SYSTEM.*

In 1963 these teachers were approved according to the following criteria:

1. They *held a standard elementary, secondary or special teaching certificate* and had met the following requirements:
    a. were in the slow learning program for *more than five years but less than ten years,* and had submitted evidence of a minimum of six semester hours of preparation or,
    b. *had completed ten or more years* of successful teaching experience in the area of slow learning or,
    c. held a temporary or cadet teaching certificate, and
    (1) had submitted evidence of six (6) semester hours of preparation in the pattern prescribed for slow learning certification,
    (2) had submitted to the local superintendent of schools a letter of intention to complete the preparation pattern *within five (5) years of assignment* to the special class,
    (3) shall submit evidence of having completed the pattern of training prior to September 30, 1968.
2. *Held a life certificate* issued prior to September 5, 1935.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# CERTIFICATION LAWS AND REGULATIONS**

A. An applicant for the provisional special certificate to teach slow learning children, who does not qualify for a standard provisional elementary, secondary or special teaching certificate, shall submit evidence of a degree from an institution approved to train teachers of slow learning children including evidence of the following preparation:

| | | |
|---|---|---|
| (1) | Child Growth and Development | 2 sem. hrs. |
| (2) | Psychology or Education of Exceptional Children | 2 sem. hrs. |
| (3) | Education or Psychology of Slow Learning Children | 2 sem. hrs. |
| (4) | Principles and Practices in Curriculum Planning and Program Development including one course in Language Arts (including Reading), Arithmetic, and Social Studies for Slow Learning Children | 6 sem. hrs. |
| (5) | Preparation, Selection and Adaptation of Instructional Materials for Slow Learners | 2 sem. hrs. |
| (6) | Occupational Orientation and Job Training | 2 sem. hrs. |
| (7) | Observation and Student Teaching, at least half of which shall be in classes for slow learning children | 8 sem. hrs. |

B. An applicant for the provisional special certificate to teach slow learning children, or who holds a standard elementary, secondary or special certificate, shall submit evidence of the following preparation:

| | | |
|---|---|---|
| (1) | Psychology or Education of Exceptional Children | 2 sem. hrs. |
| (2) | Education or Psychology of Slow Learning Children | 2 sem. hrs. |
| (3) | Principles and Practices in Curriculum Planning and Program Development including one course in Language Arts (including Reading,) Arithmetic, and Social Studies for Slow Learning Children | 6 sem. hrs. |
| (4) | Occupational Orientation and Job Training | 6 sem. hrs. |
| (5) | Observation and Student Teaching in Classes for Slow Learning Children* | 6 sem. hrs. |

*May be waived upon the completion of eighteen (18) months of successful teaching experience in classes for slow learning children.

**Adopted by State Board of Education December 11, 1961. Effective January 1, 1963.

**SUBMIT IN DUPLICATE**
**By October 1st**

**Form SE-07F**
**Rev. 1968**

OHIO DEPARTMENT OF EDUCATION

# DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## TEACHER QUALIFICATIONS — SPECIAL EDUCATION UNITS FOR EDUCABLE MENTALLY RETARDED CHILDREN (SLOW LEARNING)

Section EDb-215-07 State Board of Education Standards

**PLEASE NOTE:** This form is to be submitted **ONLY** for those teachers who are assigned to the **educable mentally retarded program in THIS school district for the FIRST TIME.**

(Miss)
(Mrs.)
(Mr.)
Name of Teacher ________________

Name of School ________________

Name of School District ________________ County ________________

Please check **ONLY ONE** of the following classifications:

**SECTION A:** **Course Requirements Completed**

(1) ______ The above named teacher HAS COMPLETED all course requirements in the prescribed pattern of training in slow learning and holds either a *Standard Elementary, Secondary,* or *Special Certificate* that has been VALIDATED for Slow Learning, or holds a *Provisional Certificate in Slow Learning* (Educable Mentally Retarded).

Note: A copy of the certificate must accompany this form.)

**SECTION B:** **Course Requirements NOT Completed**

**(1) ______ The above named teacher holds a Standard Elementary, Secondary, or Special Certificate, but *has NOT completed* all course requirements in the prescribed pattern of training for education of the Educable Mentally Retarded (Slow Learning).

**(2) ______ The above named teacher *does not qualify* for a Standard Provisional Certificate and has *NOT completed* all course requirements in the prescribed pattern of training for education of the Educable Mentally Retarded (Slow Learning).

**NOTE: This unit can be approved ONLY if this teacher has filed with the *local board of education* a letter of intent to complete the pattern of training for education of the educable mentally retarded within a three year period as prescribed in Administrative Criteria.)

DATE OF *ORIGINAL* LETTER OF INTENT ________________

(Please Note: Teachers who change employment from one school district to another are required to complete the training pattern as designated by the *Date of the Original Letter of Intent recorded in this office.)*

Date ________________ ________________
Signature of Superintendent or
Designated Representative

**SUBMIT IN DUPLICATE**

Form SE-07A
Rev. 1968

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## APPLICATION FOR APPROVAL OF SPECIAL EDUCATION UNITS FOR EDUCABLE MENTALLY RETARDED CHILDREN (SLOW LEARNING)

Name of District ______________________

COUNTY ______________________

DO NOT WRITE BELOW

No. Units Approved ....... ______

Date of Approval .......... ______

Recommended By .......... ______

**PLEASE NOTE:**
The data requested on this form is required for funding purposes. THEREFORE, PLEASE REFER TO DETAILED INSTRUCTIONS INCLUDED ON *SIDE 2 BEFORE* COMPLETING THIS FORM.

**Part I: Unit Data**

| | (1) | (2) | (3) | | | (4) | (5) | | (6) |
|---|---|---|---|---|---|---|---|---|---|
| | Building Name (Alphabetically) | Regular Grades Housed | AGES | | | Class Size | I. Q. Range | | Teacher (First, MI, Last) |
| | | | Y | O | R | | From | To | |
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
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| 8. | | | | | | | | | |
| 9. | | | | | | | | | |
| 10. | | | | | | | | | |

**Part II: Full-Time Supervisors and Full-Time Work-Study Coordinators of Educable Mentally Retarded Programs ONLY**

| | (a) | (b) | (c) |
|---|---|---|---|
| | Individual's Name | Position Held | Supervisor's Certificate Number |
| 1. | | | |
| 2. | | | |
| 3. | | | |

## Part III: Certification of Superintendent of Schools

I understand that approval of Educable Mentally Retarded Units (Slow Learning) is contingent upon compliance with State Board of Education Standards 215-07 and I hereby *certify* that all units submitted herein are organized to meet these requirements.

DATE: ______________________ ______________________

Signature of Superintendent or
Designated Representative

## Part IV: Approval of Application

DATE: ______________________ ______________________

Signature of Director
Division of Special Education
Ohio Department of Education

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## DETAILED INSTRUCTIONS FOR COMPLETING FORM SE-07A

### For Part I: UNIT DATA

(1) **Building:** Show *official* building name. List in alphabetical order.

(2) **Regular Grades Housed:** Designate grade levels in the *regular school program,* i.e. K-6.

(3) **Ages:** Show ages of pupils as follows: (Y) Youngest, i.e. years and month (7-3); (O) Oldest, i.e., years and months (9-6); (R) Range, i.e. IN MONTHS ONLY (27).

(4) **Class Size:** Show number of pupils actually enrolled in the unit.

(5) **I.Q. Range:** Show lowest and highest I.Q. as listed in most recent tests, i.e. from 55-76.

(6) *Teachers: Show name of teacher who has full-time responsibilities for an educable mentally retarded unit. If teacher is working *part-time* as a work-study coordinator, please place (TC) after teacher's name. (If teacher's name has changed during past 12 months, please indicate.)

*PLEASE NOTE: Form SE-07F, *Teacher Qualifications* must be submitted ONLY for teachers NEWLY assigned to the Educable Mentally Retarded Program of YOUR school system.

### For Part II: SUPERVISOR AND COORDINATOR UNIT

(a) **Name:** List ONLY supervisors and work-study coordinators who are assigned to the Educable Mentally Retarded Program on a *full-time basis.*

(b) **Position:** Indicate "Supervisor" or "Coordinator".

(c) **Supervisor's Certificate Number:** Indicate for supervisory position ONLY.

PLEASE NOTE: *Form SE-07G* must be submitted for approval of a supervisor or work-study coordinator who is employed in this position in YOUR school system for the FIRST TIME.

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# DIVISION POLICY

## APPROVAL OF SUPERVISORY UNITS IN SLOW LEARNING PROGRAMS

State Board of Education Standards EDb — 215-07 (A-3) adopted August, 1966 state: "A special education unit for supervision of a program for slow learners may be approved when there are 30 or more approved units in a district.

(a) Two or more districts may share an approved unit for supervision."

A. In accordance with the above standard a supervisor will be approved if the following criteria are met:

1. Holds certification for teaching slow learning children,
2. Has had five years of teaching experience, three of which have been in an approved unit for slow learning children,
3. Holds a supervisory certificate or files a letter of intention to complete supervisory certification within a three year period.

B. Application for reimbursment of a supervisory unit for slow learning programs should be made to the Division of Special Education with the annual application for approval of slow learning units.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

September 15, 1967

# DEVELOPING COMPREHENSIVE PROGRAMS FOR SLOW LEARNING PUPILS

To: City, County, Exempted Village and Local Superintendents

From: S. J. **Bonham**, Jr., Director
*Division of Special Education*

Beginning with the school year 1967-68, the following standards pertaining to the slow learning program will be implemented by the Division of Special Education:

Ohio State Board of Education Standards SE-215-07

(1) A comprehensive program shall be provided to serve all slow learning children on a *continuum* from primary through high school.
  (a) A district initiating its first unit shall provide a continuous program primary through secondary levels within six years.
  (b) A district with a high school program shall develop a work-study program within three years from the time the special program is initiated.
  (c) Two or more school districts may combine resources in order to provide adequate facilities for all slow learning pupils in the cooperating districts.

In accordance with these standards, those school systems having one or more classes approved as units under the State Foundation Program in October, 1967, will be required to have a complete program or provide evidence that their district is participating in a cooperative comprehensive program for slow learning children by October, 1970.

A. **Rationale for Primary Education for Slow Learning Children**

1. Continued research on the education of slow learning children both in Ohio and throughout the United States indicates that early education of slow learning children dramatically increases their effectiveness as productive independent adults. Conversely, as the age of pupils initially placed in slow learning programs is increased the effectiveness of special education is decreased.
2. Evidence has also revealed that about 85% of the slow learning pupils, who are permitted to complete their schooling in a slow learning curriculum which includes work-study at the high school level and leads toward high school graduation, become successfully employed, economically independent adults.

B. **Interpretation of Comprehensive Slow Learning Program**

1. The Division of Special Education interprets a comprehensive slow learning program as one that maintains *at least* four levels of education, primary thru high school, leading to graduation.
2. The initial enrollment age for most children would be at most seven years, though age five is permissable and six is encouraged.

C. **Assistance in the Implementation of Comprehensive Slow Learning Program**

The professional staff of the Division is available upon request to assist local school districts in developing programs for slow learning children.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

April 20, 1967

# DEVELOPING WORK-STUDY PROGRAMS FOR SLOW LEARNING PUPILS

To: City, County, Exempted Village and Local Superintendents

From: S. J. BONHAM, JR., Director
*Division of Special Education*

Beginning with the school year 1967-68, the following standards pertaining to the slow learning program will be implemented by the Division of Special Education:

Ohio State Board of Education Standards SE-215-07

**Section (E) (1) (b)**
A district with a high school program shall develop a work-study program within three years from the time the specific program is initiated.

**Section (E) (1) (c)**
Two or more school districts may combine resources in order to provide adequate facilities for all slow learning pupils in the cooperating districts.

In accordance with these standards, those school systems having high school classes approved as units under the State Foundation Program in October, 1967, will be required to have an active work-study program as part of the high school curriculum for slow learning children by October, 1970.

## A. Rationale for Work-Study as Part of the High School Curriculum for Slow Learning Pupils

1. Continued research on work-study and pilot projects developed in cooperation with the Dayton City Board of Education, Bureau of Vocational Rehabilitation and the Division of Special Education have demonstrated that work-study is an essential part of the total preparation of slow learning children for productive adult life.

2. In a follow-up study *eighty-five* percent of the slow learning pupils who participate in the project were successfully employed, economically independent, and socially adjusted. Only *thirty-five* percent of a matched control group of slow learners who did not participate in the project were gainfully employed and socially independent.

3. This research data correlates closely with research conducted in other states.

B. **Assistance in the Implementation of Work-Study Programs**

1. The Division of Special Education, in order to assist local school districts in implementing the work-study phase of the high school curriculum has prepared a new publication entitled *GUIDELINES FOR WORK-STUDY PROGRAMS FOR SLOW LEARNING CHILDREN IN OHIO SCHOOLS.* This publication has recently been reviewed by active teacher-coordinators in Ohio. Revisions are being made in accordance with their evaluation and the publication will be available for general distribution during the 1967-68 school year.
2. In addition, the professional staff of the Division is available upon request to assist local school districts in developing this phase of the secondary program for slow learners.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# DIVISION POLICY

## APPROVAL OF FULL TIME WORK-STUDY COORDINATOR UNITS IN SLOW LEARNING PROGRAMS

**State Board of Education Standards EDb - 215-07** (A-5) adopted August, 1966 state: "A work-study coordinator who works full time with administrators, school staff, parents, pupils and the business community on problems relating to the job training and adjustment of senior high school slow learners may be considered for approval as a full unit.

(a) Approval of such units shall be based upon a plan submitted in advance to the Division of Special Education.

(b) Two or more districts or high schools may share an approved unit for work-study coordination."

A. In accordance with the above standards a full time work-study coordinator will be approved provided the following criteria are met:

1. The coordinator holds certification for teaching slow learning children; or has completed two courses, *Psychology or Education of Slow Learning Children* and *Occupational Orientation for Slow Learning Children*, and files a letter of intent to complete the additional requirements for certification within a three year period;
2. There are at least 25 slow learning pupils involved in a work-study program, including either in-school and out-of-school work-study, with a potential of 30 pupils actively participating during the following school year;
3. A plan is submitted to the Division of Special Education on or before September 1, which includes the following:
    a. the number of pupils for which the coordinator will be responsible;
    b. a list of all responsibilities which will be assigned to him;
    c. a tentative schedule which he will be expected to follow during the school year;
    d. any other factors which may help provide a clearer picture of the coordinator's responsibilities.

**SUBMIT IN DUPLICATE**
**By October 1st**

**Form SE-07G**
**Rev. 1968**

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# Application for Approval of Special Education Supervisory or Work-Study Coordination Unit for The Educable Mentally Retarded (Slow Learning) Program

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## Part A: Directions

1. This form should be submitted ONLY for approval of a *supervisor* or *work-study coordinator* who is employed in THIS POSITION IN YOUR school system for the FIRST TIME.
2. This form should be submitted ONLY for a *supervisor* or *work-study coordinator* who will be assigned to the Educable Mentally Retarded Program on a *FULL TIME BASIS.*
3. This form should be completed for *ONE PERSON ONLY.*

## Part B: Identification

1. Name: ______________________________
2. School District: ____________________ County: ____________________
3. Indicate any other school districts for which this person will share responsibilities on a co-operative basis: ______________________________

## Part C:

Date: ____________________

______________________________
Signature of Superintendent or
Designated Representative

## Part D: Approval of Unit

Date: ____________________

______________________________
Signature of Director
Division of Special Education
Ohio Department of Education

NOTE: SIDE 2 OF THIS FORM MUST BE COMPLETED BEFORE APPROVAL OF THE UNIT CAN BE MADE.

Side 2 Form SE-07G
Rev. 1968

**COMPLETE ONE SECTION ONLY**

**Part E:** *Supervisory Unit for Educable Mentally Retarded*
(Check appropriate item only.)

1. ______ *Full-time* Supervisor holds certification for teaching educable mentally retarded children. NOTE: (Attach copy of certificate to this form.)

2. ______ Supervisor has had five years teaching experience, three of which have been in an approved slow learning unit. NOTE: Indicate in what school district(s) experience in educable mentally retarded was obtained: ______________________________

______________________________________________________________________

3. ______ Supervisor holds a supervisory certificate. NOTE: (Attach copy of certificate to this form.)

4. ______ Supervisor does not hold a supervisory certificate, but has filed with the Board of Education a letter of intention to complete supervisory certification within a three year period.

DATE OF LETTER OF INTENT ______________

**Part F:** *Full-time Work-Study for Educable Mentally Retarded*
(Check appropriate item only.)

1. ______ Coordinator holds a certification for teaching educable mentally retarded children. NOTE: (Attach a copy of certificate to this form.)

2. ______ Coordinator does not hold a certificate to teach educable mentally retarded children and has completed the following two courses in the pattern of training:
   a. Psychology or Education of Educable Mentally Retarded Children (Slow Learning)
   b. Occupational Orientation and Job Training for Educable Mentally Retarded Children (Slow Learning)

NOTE: This unit can be approved only if this teacher has filed a letter of intent with the *local board of education* to complete the pattern of training in the area of educable mental retardation within a three year period as prescribed in Administrative Criteria.

DATE OF ORIGINAL LETTER OF INTENT
(On file with the Division of Special Education)

______________________

# STATE OF OHIO
## DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

February 8, 1966

To: School Administrators

From: S. J. BONHAM, JR., Director
*Division of Special Education*

From time to time the question has been raised as to the eligibility of Slow Learners to participate in inter-scholastic athletics. The following agreement reached by the Ohio High School Athletic Association and the State Department of Education is offered as a guideline.

1. To be eligible to participate in athletics, all pupils must meet the scholastic requirements as specified under Rule 7, Scholarship, page 19 of the Constitution and Rules of the Ohio High School Athletic Association. The primary problem with a slow learning group revolves around "credit" given toward graduation and the granting of a diploma.
2. The Ohio High School Athletic Association and the State Department of Education are in agreement that pupils in special education classes are a part of the total school program and are entitled to equal consideration.
3. In all special education programs approved by the State Board of Education these pupils will meet the requirements of Rule 7 provided the program leads to possible graduation and where credit is given for the program. In those districts where credit is given towards eventual graduation or the granting of a diploma, no problem exists. However, in accordance with the present State Board of Education standards, the State Department does not and cannot require this to be a part of their approval procedures.
4. The Constitution and Rules states: "A pupil to be eligible during any semester must have passed during the immediately preceding semester in subjects which count one and one-half units per semester toward graduation." (Rule 7, Section 1, page 19.)

If the above needs any further clarification, please do not hesitate to contact this office or the Ohio High School Athletic Association.

# EDb-215-08 UNITS FOR SPEECH AND HEARING THERAPY

# Ohio State Board of Education

## EDb-215-08 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR SPEECH AND HEARING THERAPY

**(Adopted August, 1966)**

### (A) General

(1) A special education unit or fractional unit may be approved for speech and hearing therapy only within these standards.

(2) A special education unit or fractional unit may be approved for experimental, demonstration or research purposes designed to provide a new or different approach to the techniques and/or methodology related to speech and hearing therapy.

(3) One special education unit in speech and hearing therapy may be approved for the first 2,000 children enrolled in grades K-12 in a school district.

(4) Additional special education units in speech and hearing therapy may be approved for each additional 2500 children enrolled in a school district in grades K-12.

(5) School districts employing four or more speech and hearing therapists may designate one therapist as coordinator for technical assistance and professional guidance. The case load of such a therapist may be lowered on a pro-rated basis.

(6) The number of centers in which a speech therapist works should be determined by the enrollment of the building and needs of the children. Not more than four centers are recommended, and the maximum shall not exceed six at any given time for one therapist employed on a full-time basis. Therapists employed less than full time shall reduce the number of centers served proportionately.

(7) Two or more districts may arrange cooperatively for the employment of one speech and hearing therapist.

### (B) Selection of Children

(1) Selection of children for speech and hearing therapy shall be made by the therapist.

(2) The bases for selection of new students for speech therapy shall include:

- (a) Diagnostic speech evaluation, including observation of the speech structures.
- (b) Audiometric evaluation prior to initiating therapy.
- (c) General examination by school or family physician when indicated.
- (d) Referral of children with voice problems to an otolaryngologist through the school or family physician when indicated.
- (e) Psychological services when indicated.

(3) The bases for selection of children for speech reading (lipreading) and auditory training shall be:

- (a) Individual audiometric evaluation.
- (b) Otological examination, with a copy of the report filed with the speech therapist.

### (C) General Organization

(1) Class size shall be limited to a maximum of five students.

(2) Class periods shall be a minimum of thirty minutes for children seen in groups. Individual lessons may be fifteen to thirty minutes in length.

(3) Each therapist shall maintain adequate records of all students, including those screened, those presently a part of the case load, and those dismissed from therapy.

(4) Children shall not be dismissed from

therapy before optimum improvement has been reached.

(5) Periodic assessment of children dismissed from therapy should be made over a two-year period.

**(D) Methods of Scheduling**

**(1) Traditional Method of Scheduling**

(a) Elementary children shall be enrolled for a minimum of two periods weekly until good speech patterns are consistently maintained. Children may be seen less frequently in the "tapering off" period.

(b) Children enrolled in high school classes may be scheduled once a week, although twice-weekly sessions may be desirable where scheduling permits.

(c) One full-time therapist shall serve a minimum of 75 to a maximum of 100 students in active therapy.

**(2) Intensive Cycle Method of Scheduling**

(a) The speech and hearing therapist shall schedule at least four one-half days of each week in each center. One-half day per week should be used to follow up cases in previous cycles where continued reinforcement is indicated.

(b) Each speech center shall be scheduled for a minimum of 2 to a maximum of 4 intensive cycles per year.

(c) The length of a scheduled intensive cycle shall be a minimum of 5 to a maximum of 10 consecutive weeks.

(d) The individual intensive cycles scheduled at a particular center shall not be consecutive, but shall alternate with time blocks in other centers.

(e) The first intensive cycle scheduled at each center should be longer to provide sufficient time for screening, selecting pupils and initiating the program.

**(3) Combination of Scheduling Methods**

(a) A combination of the intensive cycle and traditional methods may be scheduled by a therapist based on a plan submitted to the Division of Special Education.

**(E) Housing, Equipment and Materials**

(1) A quiet, adequately lighted and ventilated room with an electrical outlet shall be provided in each center for the speech and hearing therapist.

(2) The space in each center shall have one table with five medium size chairs, one teacher's chair, one bulletin board, one permanent or portable chalkboard, and one large mirror mounted so that the therapist and students may sit before it.

(3) School districts shall make available one portable individual pure tone audiometer for the use of the speech and hearing therapist.

(a) A speaker attachment should be included for use in auditory training units.

(b) The audiometer should be calibrated annually. Calibration shall be completed at least once every three years. Calibration to International Standards Organization specifications is recommended.

(4) School districts shall make available one portable tape recorder for the use of each speech and hearing therapist.

(5) Each speech therapist shall have access to a locked file, a private office, a telephone and appropriate secretarial services.

**(F) Conference and Follow-Up**

(1) Not less than one-half nor more than one day per week shall be allocated for coordination of the program, parent, staff and agency conferences concerning individual students, and related follow-up activities.

(2) Part of the coordination time may be devoted to the development of speech

and language improvement programs on a consultative basis.

**(G) Qualifications for Speech and Hearing Therapists**

(1) All speech and hearing therapists shall meet all the requirements for the special certificate in speech and hearing therapy as established by the State Board of Education.

(2) Speech and hearing therapists shall possess acceptable speech patterns and be able to hear within normal limits.

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# CERTIFICATION LAWS AND REGULATIONS**

Teachers of Speech and Hearing Therapy

An applicant for the provisional special certificate in speech and hearing therapy shall submit evidence of the following preparation included within or in excess of the requirement for a bachelor's degree from an institution approved in the field of speech and hearing therapy.

a. Courses in Education .................................................. 17 sem. hrs.
Courses shall be distributed over the following areas with at least one course in each area:

(1) Educational Psychology
(2) Principles of Teaching (or Education)
(3) Elementary and secondary classroom organization and management (emphasizing curriculum, procedures and materials)
(4) Educational Methods
Organization and administration of a public school speech and hearing therapy program
(5) Student teaching and supervised field work in speech correction and lipreading (minimum of 100 clock hours in public schools)

b. Courses in Psychology .................................................. 15 sem. hrs.
Courses shall be distributed over the following areas with at least one course in each area:

(1) Personal Adjustment or Mental Hygiene
(2) Psychology or Education of the Exceptional Child
(3) Child Growth and Development or Child Psychology
(4) Adolescent Psychology
(5) Psychological Tests and Measurements
(6) Psychology of Speech (emphasis on stuttering)

c. Courses in Speech and Hearing .................................................. 24 sem. hrs.
Courses shall be distributed over the following areas with at least one course in each area:

(1) Voice and Articulation
(2) Phonetics
(3) Beginning Speech Correction or Pathology
(4) Advanced Speech Correction or Pathology
(5) Introduction to Audiology (Audiometry)
(6) Clinical practice in Speech Therapy
(75 clock hours minimum)
(7) Methods in Speechreading
(8) Clinical practice in Speechreading
(25 clock hours minimum)
(9) Elective in Hearing

** Adopted by State Board of Education December 11, 1961. Effective January 1, 1963.

Submit in Duplicate
before October 1st.

Form SE-08
Rev. 8/66

## OHIO DEPARTMENT OF EDUCATION
## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET. COLUMBUS. OHIO 43204

### Application for Approval of Special Education Units in Speech and Hearing Therapy

Approval of these special education units is contingent upon maintenance of minimum standards established by the State Board of Education.

School District ______________________ County ______________________

| Name of Speech Therapist (Designate Miss, Mrs., Mr.) | Number of Certificate | Days Per Week Employed | Number of Centers Assigned |
|---|---|---|---|
| | | | |
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| | | | |
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| | | | |
| | | | |
| | | | |
| | | | |

To whom is each therapist immediately responsible? (exclude principals)

Unit (s) Requested ______________ School District Enrollment (K-12) ______________

Date of Application ______________ ______________________

Signature of Superintendent or designated representative

Units (s) Approved ______________

Date Approved ______________ Approved by ______________________

Director of Special Education
State Department of Education

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# DIVISION POLICY ON FRACTIONAL SPEECH AND HEARING THERAPY UNITS

Under standards adopted by the State Board of Education in 1966, fractional units for Speech and Hearing Therapy may be approved by the Division of Special Education. The following policies have been adopted by the Division of Special Education to administer these standards:

(A) (1) A special education unit or fractional unit may be approved for speech and hearing therapy only within these standards.

(A) (3) One special education unit in speech and hearing therapy may be approved for the first 2,000 children enrolled in grades K-12 in a school district.

(A) (4) Additional special educational units in speech and hearing therapy may be approved for each additional 2,500 children enrolled in a school district in grades K-12.

A fractional unit in Speech and Hearing Therapy may be approved under these standards when:

1. The individual is employed as a full time speech and hearing therapist in one or more school districts.
2. The individual is employed part time as a speech and hearing therapist and is not gainfully employed in areas other than speech and hearing therapy.
3. The remainder of the individual's time is spent in speech and hearing therapy in a speech clinic or in private practice.

The number and size of buildings and amount of travel between them are factors to be considered in approval of fractional units in speech and hearing therapy

Approval of fractional units is based on school enrollments, and may be computed as follows:

1. For school districts with less than 2,000 children enrolled in grades kindergarten through twelve:

| Unit | Enrollment |
|---|---|
| 0.2 | 400 — 499 |
| 0.3 | 500 — 699 |
| 0.4 | 700 — 899 |
| 0.5 | 900 — 1099 |
| 0.6 | 1100 — 1299 |
| 0.7 | 1300 — 1499 |
| 0.8 | 1500 — 1699 |
| 0.9 | 1700 — 1899 |
| 1.0 | 1900 + .... |

2. For school districts employing more than one therapist and having more than 2,000 children enrolled in grades kindergarten through twelve:

| Unit | Enrollment |
|---|---|
| 0.2 | 500 — 624 |
| 0.3 | 625 — 874 |
| 0.4 | 875 — 1124 |
| 0.5 | 1125 — 1374 |
| 0.6 | 1375 — 1624 |
| 0.7 | 1625 — 1874 |
| 0.8 | 1875 — 2124 |
| 0.9 | 2125 — 2374 |
| 1.0 | 2375 + .... |

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# DIVISION POLICY ON COORDINATORS OF SPEECH AND HEARING THERAPY

Under standards adopted by the State Board of Education in 1966, "school districts employing four or more speech and hearing therapists may designate one therapist as coordinator for technical assistance and professional guidance. The caseload of such a therapist may be lowered on a pro-rated basis:" The following Division of Special Education Policy identifies the maximum time that may be assigned for coordination:

| No. of Therapists | Units | Minimum Case Load |
|---|---|---|
| 4-5 | .2 | 60 |
| 6-7 | .3 | 52 |
| 8-9 | .4 | 45 |
| 10-11 | .5 | 37 |
| 12-13 | .6 | 30 |
| 14-15 | .7 | 22 |
| 16-17 | .8 | 15 |
| 18-19 | .9 | 7 |
| 20- | 1.0 | - |

# EDb-215-09 UNITS FOR CHILD-STUDY SERVICES

Ohio State Board of Education

# EDB-215-09 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR CHILD-STUDY SERVICES

(Adopted August, 1966)

## (A) SCHOOL PSYCHOLOGY

### (1) General

(a) A special education unit or fractional unit may be approved for a school psychologist only within these standards.

(b) A special education unit or fractional unit may be approved for experimental, demonstration or research purposes to explore new techniques, procedures or functions in school psychology.

(c) A special education unit or fractional unit may be approved for a coordinator, supervisor or director of a recognized child study program on the basis of a plan submitted in advance to the Division of Special Education.

(d) All special education units or fractional units in school psychology shall be staffed by personnel certified as school psychologists by the Ohio Department of Education under standards approved by the State Board of Education.

(e) The program of psychological services developed in connection with these units shall be approved by the Division of Special Education.

(f) One special education unit in school psychology may be approved for the first 3,000 children enrolled in a school district (s) in grades K-12.

(g) Additional special education units in school psychology may be approved for each additional 5,000 children enrolled in a school district (s) in grades K-12.

(h) Fractional units in school psychology may be approved on the basis of a plan submitted in advance to the Division of Special Education.

### (2) Primary Role and Function

(a) The primary responsibility of the school psychologist shall be to assist the school in improving the achievement and adjustment of children, including those with physical, mental and emotional handicaps.

(b) The primary function of the school psychologist shall be the intensive, individual psychological study of children referred to him because of learning and/or adjustment problems.

(i) A minimum of 70%, or an average of 3½ days per week, should be spent in individual child study, scheduled parent and teacher conferences, and preparing psychological reports.

(ii) The case load for comprehensive evaluation should range from 100 to 350 children per year, including problems relating to placement, learning difficulties, behavior problems, adjustment difficulties, developmental disabilities and parent and family relations.

(c) The school psychologist shall consult, collaborate and counsel with teachers, parents, and other professional workers in the school and the community to assist them in improving the learning and adjustment of the children referred.

(d) The school psychologist shall cooperate in the referral of children needing therapy or treatment to appropriate community agencies, medical or psychiatric facilities.

(e) The school psychologist shall participate actively in the identification of exceptional children, and may participate in the organization and operation of special education programs.

(3) **Secondary Role and Function**

(a) The school psychologist may participate with curriculum committees where a specialized knowledge of child growth and development, learning theory, personality dynamics and motivation is involved.

(b) The school psychologist may participate with staff and administrative committees as a consultant in the development of inservice activities and personnel policies and practices.

(c) The school psychologist may participate with committees in pupil services as a consultant on problems concerning individual children with learning and/or behavior problems.

(d) The school psychologist may serve as a consultant to the professional school staff on mental health problems in the classroom.

(e) The school psychologist may participate in the development, interpretation and utilization of a standardized group testing program in the school system.

(f) The school psychologist may provide services for academically gifted children.

(g) The school psychologist may be involved in pertinent school-oriented research activities as a consultant, expediter, investigator or interpreter.

(h) The school psychologist may serve as a resource person to the school staff, parents and the community in developing better understanding and applications of principles of child development, learning, mental health, and individual differences to assure continued coordinated community planning for children.

(4) **General Organization of Services**

(a) The school psychologist shall be assigned as a staff person and consultant in an advisory and leadership role, and shall not assume authority or responsibility for the operation of the school program.

(b) A bulletin describing role, function and referral procedures shall be prepared to structure psychological services for the school staff and community.

(c) The school psychologist shall be provided with adequate clerical services.

(d) The majority of the school psychologist's time with children, teachers and parents shall be conducted within the local school buildings. Provisions should be made to provide space free from interruptions for consultation and testing.

(5) **Organization of Individual Child-Study Services**

(a) The school psychologist shall effectively utilize individual child-study techniques, including:

  (i) A variety of recognized individual tests of ability.

  (ii) Tests of academic performance.

  (iii) Individual educational, achievement and social maturity scales.

  (iv) Projective procedures.

  (v) Observational and interview techniques.

(b) The school psychologist shall maintain an organized child-study file containing all pertinent data relating to the children referred.

(c) All individual studies shall be accompanied by written reports indicating identifying data, reason for referral, report of test results and pertinent recommendations.

(d) The psychological findings shall be treated as confidential information by all professional personnel.

(e) Written reports on comprehensive evaluations shall include appropriate, practical and pertinent recommendations developed in cooperation with the school staff.

(f) Written reports on comprehensive evaluations shall include a summary of pertinent agency reports as well as a summary of parent, agency and school staff conferences.

## (B) INTERN IN SCHOOL PSYCHOLOGY

### (1) General

(a) A special education unit may be approved for an intern in school psychology only within these standards.

(b) A special education unit for the intern in school psychology may be approved for experimental, demonstration or research purposes to explore new techniques or procedures in training school psychologists.

(c) The special education unit for the intern in school psychology shall be staffed by an intern certified for one year for this purpose by the Division of Teacher Education and Certification in a program handled cooperatively through the employing superintendent, the supervising university, and the Division of Special Education.

(d) The special education unit for the intern in school psychology shall be staffed by an individual who has completed one year of graduate work in an approved school psychology training program.

(e) The special education unit shall be approved only for those interns planning to provide at least one year of service as a school psychologist in the schools of Ohio subsequent to completion of the internship experience.

(f) The employing school district shall be approved as an intern center on an annual basis by the Division of Special Education.

(g) The supervising university shall have a school psychology training program approved by the Division of Teacher Education and Certification.

### (2) Organization

(a) The intern training program shall involve the cooperative efforts of the Division of Special Education, the supervising university and the local school district.

(b) Interns shall be placed in local school systems approved by the Division of Special Education.

(c) Interns shall be supervised by a faculty member of an approved school psychology training program.

(d) Interns shall also be supervised by a certified school psychologist employed by the local school district.

(e) The intern shall receive graduate credit for the internship and shall be registered at the university during the entire internship.

(f) University supervision of the intern program may be considered on a geographic basis with inter-university reciprocity.

(g) The intern program shall encompass one school year on a full-time basis.

(h) The intern program shall provide the intern with a well-rounded, supervised experience in the practice of school psychology.

(i) The local school system shall employ at least one full-time certified school psychologist and shall have the equivalent of one unit for child study services operating under the standards established by the State Board of Education.

(j) The supervising psychologist in the local school system shall have at least two full years of experience as a successful school psychologist, with at least one year completed in the school system where the internship center is located.

(k) The local school system shall make it possible for the school psychologist to provide intensive, direct and personal supervision for the intern in the local school setting.

(l) The local school system shall provide adequate office space, equipment, facilities and clerical services for the intern.

(m) The local school system shall prepare, in cooperation with the supervising university, an outline of the experiences planned for the intern. This outline shall be signed by the university supervisor and the staff member in charge of psychological services in the local school system. A copy of this outline shall be submitted to the Division of Special Education along with or preceding the application for approval of the unit.

(n) The local school system shall require the intern to submit to the university whatever reports the university *and* the school system deem advisable.

(o) The local school system shall require the intern to attend whatever in-service training meetings the university *and* the school system deem advisable.

(3) **Multiple Internship Training Centers**

(a) Multiple internship training centers may be established with the annual approval of the Division of Special Education under State Board of Education Standards 09-(B), *Intern in School Psychology.*

(b) There shoud be at least one more full-time certified school psychologist than the number of interns assigned to the school district.

(c) One certified school psychologist shall be assigned the specific responsibility for training and supervision of intern psychologists, and shall be given released time from other duties for these activities.

## (C) VISITING TEACHER-COUNSELOR

### (1) General

(a) A special educational unit or fractional unit may be approved for a visiting teacher or counselor only within these standards.

(b) A special education unit or fractional unit may be approved for experimental, demonstration or research purposes to explore techniques, procedures, role and function in these areas.

### (2) Eligibility

(a) All special education units or fractional units for visiting teachers shall be staffed by individuals certified as visiting teachers.

(b) All special education units or fractional units for counselors shall be staffed by individuals certified as school counselors.

### (3) Program — Visiting Teacher

(a) Visiting teachers who are assigned and scheduled to work full or part time with approved special education programs for physically, mentally and emotionally handicapped children may be approved as full or fractional units.

(b) The visiting teacher program developed in connection with these units shall be submitted for approval in advance to the Division of Special Education.

(c) The visiting teacher shall assist in the developmental, social, educational, medical and psychological data on physically, mentally and emotionally handicapped children to determine their eligibility for placement in approved special education programs or services.

(d) The visiting teacher shall provide casework services to children and parents of children with physical, mental and emotional handicaps to assist in the placement, referral and adjustment of these children.

(e) The visiting teacher shall consult and collaborate with parents, teachers and other professional workers in the school and in community agencies to improve the adjustment and management of physically, mentally and emotionally handicapped children at school and in the home.

(4) **Program — Counselor**

(a) Counselors who are assigned and scheduled to work full or part time with approved special education programs for physically, mentally and emotionally handicapped children may be approved as full or fractional units.

(b) The counseling program developed in connection with these units shall be submitted for approval in advance to the Division of Special Education.

(c) The primary function of the counselor shall be to provide educational and vocational counseling and guidance services to children with physical, mental and emotional handicaps.

(d) The counselor may be assigned to coordinate a work-school program for physically, mentally and emotionally handicapped children.

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# DIVISION POLICY ON FRACTIONAL CHILD-STUDY UNITS

Under the new standards for Child-Study Services adopted by the State Board of Education fractional units for a school psychologist may be approved by the Division. The following policies have been adopted by the Division in administering these standards.

(A) (1) (e) A full or fractional child-study unit may be approved for supervision of approved child-study programs on the following basis if the person is certified as a school psychologist.

3 and 4 approved units may include .3 unit for supervision
5 and 6 approved units may include .5 unit for supervision
7 and 8 approved units may include .8 unit for supervision
9, 10 and 11 approved units may include 1.0 unit for supervision

(A) (1) (h) A fractional unit may be approved for school systems with enrollments of under 3,000 children using tenths of a unit to the nearest 300 children in current Average Daily Membership. Additional fractional units for school systems with enrollments of over 3,000 children using tenths of a unit to the nearest 500 children in current Average Daily Membership.

A fractional unit in school psychology may be approved under these standards when:

1. The individual is employed as a full-time school psychologist in one or more school districts, or
2. The remainder of the individual's time is spent outside the public schools doing work which is psychological in nature, or
3. The remainder of the individual's time is spent in coordination and supervision of Special Education Programs, or
4. The remainder of the individual's time is spent in coordination and supervision of other pupil personnel services, or
5. A combination of the above.

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

August, 1966

# DIVISION POLICY FOR INTERN TRAINING CENTERS IN SCHOOL PSYCHOLOGY

## Part I: Intern Training Program

### A. RECOMMENDED ORGANIZATION FOR SCHOOL PSYCHOLOGY PROGRAM

1. The local school system shall employ at least one certified school psychologist and shall have the equivalent of one unit for Child-Study Services operating under the standards established by the State Board of Education, EDB-215-09, *Program Standards for Special Education Units For Child-Study Services.*

2. The local school psychologist shall have at least two years' full-time experience as a school psychologist, one of which must be in the present school system.

3. The local school system shall have a program of psychological services developed to the point where it can provide an appropriate variety of experiences. This program should be well-established, clearly identified and well-accepted by the teachers and principals of the school system.

4. There should be a well-developed program of pupil personnel services in the school system including special education, speech and hearing therapy, school counseling, school health services, attendance and child accounting, visiting teacher services and an organized group testing program.

5. The school system should have a good working relationship with a representative group of community agencies such as a family case-work agency, a children's psychiatric clinic, a well-staffed juvenile court and a psychiatric hospital facility.

### B. RECOMMENDED ORGANIZATION FOR INTERNSHIP TRAINING PROGRAM

1. The local school system shall make it possible for the school psychologist to provide intensive, direct and personal supervision for the intern in the local school setting.

2. The local school system shall establish the intern position as a full-time assignment for the regular school calendar with a salary appropriate to that established for a classroom teacher, with equivalent training and experience.

3. The local school system should provide adequate office space, equipment, facilities and clerical services for the intern.

4. The local school system shall receive approval for only one year of internship for any one individual. Usually, the local school system will receive approval for only one internship in any one school year.

5. The local school system shall prepare an outline of the experiences planned for the intern in cooperation with the supervising university. This outline shall be signed by the university supervisor and the person in charge of psychological services in the local school system. A signed copy of this outline shall be submitted to the Division of Special Education along with the Application for Approval of the Unit.

6. The local school system shall require the intern to submit to the university whatever reports the university and the school system deem advisable.

7. The local school system shall submit a

brief annual report in narrative style describing and evaluating the internship to the Division of Special Education at the close of the school year.

8. The local school system should make provision for the intern to visit at least one other school system which employs a school psychologist. This could involve an exchange of interns or an assigned visit. In either case it should allow enough time for familiarization with a different type of school system as well as with the role and function of the school psychologist.

## Part II: School Psychology Program

### A. GUIDELINES FOR ORGANIZATION OF PSYCHOLOGICAL SERVICES

1. The school psychologist is assigned as a staff person in a consultant and leadership role and does not carry administrative authority or responsibility for the operation of the school program.
2. The school psychologist is responsible to to an administrative officer who is in a position to coordinate psychological services with other special services and with the instructional program.
    a. In a large school system this might be the Director of Pupil Personnel Services, in a medium-size school system this might be the Assistant Superintendent in charge of instruction, while in a small school system it might be the Superintendent.
3. There is at least one school psychologist for every 5,000 children enrolled, psychological services are provided to all grades with emphasis on the elementary level and school buildings are served on a regular basis.
4. There is an organized program of in-service training for the school psychologist and related special services, attendance at professional meetings is supported, membership in professional organizations is encouraged and a professional library is available.
5. There are adequate facilities, equipment, materials and clerical services for the school psychologist.
6. A bulletin describing role, function and referral procedures has been prepared and used with school staff and community to structure the psychologist's services.

### B. GUIDELINES FOR ORGANIZATION OF INDIVIDUAL CHILD-STUDY SERVICES

1. There is a clearly identified and structured procedure which provides for written referrals.
2. The case-study load ranges from 100 to 300 children per year and includes a wide variety of problems including placement, learning difficulties, behavior problems, adjustment problems, developmental problems, organic deficiencies, parent and family relationships, etc.
3. The major portion of the psychologist's work with children, teachers, administrators and parents is done in the local school building.
4. A wide variety of child-study techniques and procedures is used such as:
    a. The Binet and Wechsler scales
    b. A major performance scale
    c. Individual educational achievement tests
    d. A variety of special and supplementary techniques for exceptional children
    e. Observational and interview techniques
    f. Projective procedures
5. Evaluation procedures are flexible and reports reflect the nature of the problems referred.
6. At least 70% of the psychologist's time is spent in individual child-study, scheduled parent and teacher conferences, preparing complete psychological reports and other follow-up activities.
7. All individual studies are accompanied by some type of written record. The more comprehensive reports resemble the outline suggested in "A Guide to the Pre-

paration of Psychological Reports in the Public Schools."

8. There are structured procedures for evaluation of psychological services.

9. There is an organized child-study file which contains all pertinent data relating to the children referred to the school psychologist.

## C. GUIDELINES FOR RELATED ACTIVITIES AND SERVICES

1. Over a period of time the school psychologist serves as a consultant in the following areas. The breadth and depth of the school psychologist's activity in these areas is dependent on a number of factors such as: the size and administrative organization of the school system, the availability of qualified personnel in these areas and the training and experience of the school psychologist.

   a. Curriculum Development — participates on curriculum committees as a consultant and assists the committee with his specialized knowledge of child growth and development, learning, mental health, the implication of dividual differences and his experience with children with educational disabilities.

   b. Staff Development—participates with staff and administrative committees as a consultant in the development of in-service activities and personnel policies and practices.

   c. Group Testing—participates in the selection of tests, the organization of the program and is actively involved in the evaluation and interpretation of the results.

   d. Parent Education—is actively engaged in activities with parent and community groups which are designed to help provide both intellectual understanding and emotional acceptance of the needs of children and youth.

   e. Special Education—is actively engaged in identifying exceptional children requiring special education services and in identifying the school system's needs for special education programs. He participates in the organization of special classes and serves as a consultant in the operation of the special education program.

   f. Guidance Services — participates on guidance committees as a consultant on problems relating to the guidance program. Serves as a consultant to and collaborator with counselor on matters relating to individual children with learning and behavior problems.

2. The school psychologist has an effective working relationship with:

   a. Classroom Teachers
   b. Building Principals
   c. Other special services
   d. Administrative and supervisory staff
   e. Community agencies and organizations.

3. The school psychologist is involved in some pertinent research activities as a consultant, expediter, investigator or interpreter.

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DIVISION OF SPECIAL EDUCATION
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# PROCEDURES FOR ESTABLISHING AN INTERNSHIP IN SCHOOL PSYCHOLOGY

**(Adopted July 1960 — Revised January 1963, August 1966)**

The following procedures have been developed to assist local school districts in establishing intern programs in school psychology. Such programs must be established under standards outlined in Section EDb-215-09 (B), Intern in School Psychology, of the State Board of Education Program Standards for Special Education Units, adopted April 1960, Revised July 1962 and August 1966.

I. The superintendent of a local school system should write a letter to the Director of the Division of Special Education requesting approval as a training center for interns in school psychology.

   A. Requests from school districts not previously approved as intern training centers or districts in which significant changes in staff and program have occurred are usually not acted upon until field evaluations are conducted by the Division. Guidelines utilized in such evaluations are outlined in *Division Policy For Intern Training Centers In School Psychology,* Division of Special Education, August, 1966.

II. Local school system qualifying for such a program under Program Standards adopted by the State Board of Education and policies of the Division of Special Education will be notified in writing by the Director of the Division of Special Education.

   A. Such approvals are for one school year only and must be renewed annually. Requests for renewals should be submitted as early in the spring as possible to assure continuity of planning and programming.

III. The local school system should select an intern from among those recommended for placement in that school system by approved universities.

   A. Approved universities include only those universities that are approved to train school psychologists by the Division of Teacher Education and Certification.

IV. The local school system should make provisions to employ the selected student for one year as an intern in school psychology if he meets the following criteria:

   A. Holds (or is eligible for and has applied for) a four-year provisional teaching certificate, or has completed requirements of the Alternative Program in lieu of teaching certification.

   B. Has completed the course pattern required for certification as a school psychologist.

   C. Is recommended by an approved university which has agreed to provide supervision for the internship.

V. The local school system should include in the contract with the intern a provision for termination at any time if recommended jointly by:

   A. The supervising university.

   B. The employing school district.

   C. The Division of Special Education.

VI. The local school system should submit the following items to the Division of Teacher Education and Certification before August 15:

   A. The "Application for Temporary Certificate" in Child Study properly filled out.

   B. A two dollar ($2.00) money order.

   C. A copy of the intern's transcript of credits.

   D. A copy of the letter from the Division of Special Education approving the school system as an intern training center for the coming school year.

E. A copy of the letter from the supervising university in which they:
   1. Report the number of the intern's teaching certificate.
   2. Recommend the intern's placement in the school system.
   3. Agree to provide required university supervision.
   4. Report that the intern meets the eligibility requirements for the internship. (Or provide detailed explanation for any exception to these requirements).

F. An outline of the activities to be included in the intern's year of supervised experience.
   1. This outline should be signed by representatives of the supervising university and employing school district.

VII. The local school systems should make application for approval of the unit for the intern on form SE-09 A, B in the same manner and at the same time as applications for other units in school psychology and special education are submitted to the Division of Special Education.

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# CERTIFICATION LAWS AND REGULATIONS**

## School Psychologist

### A. Scope of Service

The primary function of the school psychologist is:

1. The intensive, individual, psychological study of children. He uses the resulting information and understandings about children in consultation and follow-up services with children, parents, teachers and other professional workers in the school and in the community.

As a result of such study and because of his special training he functions as:

2. A consultant to supervisors and administrators in problems relating to special education, curriculum and instruction, group testing, counseling and guidance, pupil personnel policies and other matters relating to the adjustment of the individual child in the school setting.
3. A resource person to the school staff and community in developing better understanding and applications of the principles of child development, learning, mental health and the implications of individual differences in the attempt to assure continuing, coordinated, community planning for the needs of children and youth.

### B. Provisional

The provisional certificate valid for performing the duties outlined above will be issued upon the recommendation of an institution approved for the preparation of school psychologists certifying that the applicant has satisfied the following requirements:

1. Possession of a provisional or higher grade certificate valid for teaching in Ohio.

*2. Evidence of nine (9) months, full-time, successful internship in a school setting under the supervision of a qualified school psychologist and an approved institution.

3. A master's degree and not less than twenty-four (24) hours of graduate credit distributed as follows:

| | | |
|---|---|---|
| a. | The content of psychology including the psychology of human development, the psychology of learning and the psychology of personality | 8 sem. hrs. |
| b. | Standardized group measurement and evaluation | 2 sem. hrs. |
| c. | Statistics | 2 sem. hrs. |
| d. | The psychological study of children using individual testing techniques and evaluative skills with laboratory experiences including practice in the interpretation of test and other data | 8 sem. hrs. |
| e. | The psychology of counseling and therapy techniques | 2 sem. hrs. |

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**Adopted by State Board of Education December 11, 1961. Effective January 1, 1963.

*f. The role and function of the psychologist in the schools ........ 2 sem. hrs.

C. Professional

The professional certificate will be issued upon evidence of twenty-seven (27) months of successful experience as a school psychologist under a provisional certificate for school psychologists.

D. Permanent

The permanent certificate will be issued upon evidence of forty-five (45) months of successful experience under the professional certificate for school psychologists.

## ALTERNATIVE PROGRAM TO MEET REQUIREMENT B-1 (POSSESSION OF OR ELIGIBILITY FOR A STANDARD TEACHING CERTIFICATE) IN THE PATTERN OF PREPARATION FOR SCHOOL PSYCHOLOGISTS

A program in education will be accepted as an alternate to the requirement of possession of a standard teaching certificate and will include the following areas:

1. Content areas in education (15 graduate and/or undergraduate semester hours):

| | |
|---|---|
| a. Foundations in Education | 1 course |
| b. Elementary or Secondary Curriculum | 1 course |
| c. Special Methods in Basic Skills | 1 course |
| d. Education Administration and Organization | 1 course |
| e. Education Psychology | 1 course |

2. Twenty-five school days of directed observation and experience in the school and classroom before and/or during the internship experience.

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*May be waived upon evidence of the completion of twenty-seven (27) months of successful experience as a school psychologist in the schools of another state.

Submit in Duplicate
before October 1st

Form SE-09-A, B
Rev. 8/66

OHIO DEPARTMENT OF EDUCATION

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## Application for Approval of Special Education Units for School Psychologists

Approval of these special education units is contingent upon maintenance of minimum standards established by the State Board of Education

School District ______________________ County ______________________

| Name of Psychologist | Does he hold a valid certificate as a School Psychologist in the State of Ohio* | | Number of days per week spent doing *individual child-study.* (Include individual evaluation, teacher and parent conferences, writing reports, and related follow-up activities) |
|---|---|---|---|
| | If yes give Cert. No. | No | |
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* If Intern, please indicate temporary certificate in "Yes" column.

Units Requested ______________________ Total Enrollment (K-12) ______________________

Date of Application ______________________ ______________________

Signature of Superintendent or designated representative

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Units(s) Approved ______________________

Date Approved ______________________ Approved by ______________________

Director of Special Education

# EDb-215-10 INDIVIDUAL INSTRUCTIONAL SERVICES

## Individual Instructional Services and Transportation for Handicapped Children

The Division of Special Education provides transportation and individual instructional services for those children who are unable to walk to school or who are unable to attend school even with the help of transportation. Sections 3323.01; 3323.02; 3323.05; 3323.10; 3317.06 of the Revised Code give legal authority to the Division of Special Education to provide these services.

### Section 3323.01. Classes and Training of Teachers for the Handicapped

The State Board of Education may grant permission to any board of education to establish and maintain classes for the instruction of deaf or blind persons over the age of three, and physically, emotionally, or mentally handicapped persons over the age of five; and to establish and maintain child study, counseling, adjustment, and special instructional services, including home instruction, for persons over the age of five whose learning is retarded, interrupted, or impaired by physical, emotional, or mental handicaps.

### Section 3323.02. Inspection of Classes; Standard Requirements; Programs for Gifted Children

The state board of education shall prescribe standard requirements for day school for the physically, emotionally, or mentally handicapped, and for other instruction and services for all types of handicapped persons included under section 3323.01 of the Revised Code, and for which persons any school district is entitled to state reimbursement, or aid.

### Section 3323.05. Home Instruction of Child

In case there are in any school district physically or emotionally handicapped children not able even with the help of transportation to be assembled in a school, and instruction for these children is provided in the home, these children shall be counted under Section 3323.08 of the Revised Code, counting, however, five hours of instruction of such children by a teacher provided by the board of education as equal to the attendance of one child for five days at school. Upon direction of the state board of education a board of education shall arrange for the home teaching of any such physically or emotionally handicapped children.

### Section 3323.10. Tuition and Transportation for Special Instruction

The board of the district in which such child is a school resident (child who is a school resident of one school district and attends in another district) may contract with the board of another district for the transportation of such child into any school in such other district, on terms agreed upon by such boards. Upon direction of the state board of education the board of the district in which such child resides shall pay for his transportation and the tuition.

It is the duty of board of education of the district in which a crippled child resides to provide for his transportation to school if child is so crippled that he is unable to walk to school. 1922 OAG p. 512.

### Section 3317.06. Distribution of Payments for Educational Programs and Special Circumstances

In addition to the moneys paid to eligible school districts pursuant to section 3317.02 of the Revised Code, there shall be distributed monthly, quarterly, or annually as may be determined by the state board of education, moneys, appropriated for Chapter 3317. of the Revised Code for the following educational programs:

(A) An amount for the approved cost of board and transportation required for physically or emotionally handicapped children attending regular or special education classes, the cost of teacher training contracted under section 3323.01 of the Revised Code, and the approved cost of home instruction for physically or emotionally handicapped children and special instructional services for physically or emotionally handicapped children. Such distribution shall be made on the basis of standards adopted by the state board of education.

These services are regulated by Program Standards adopted August 1966, by the Ohio State Board of Education as follows:

| | |
|---|---|
| EDb-215-10 | Program Standards for Individual Instructional Services |
| EDb-215-11 | Program Standards for Transportation of Handicapped Children |

Ohio
State Board of Education

# EDb-215-10 PROGRAM STANDARDS FOR INDIVIDUAL INSTRUCTIONAL SERVICES

(Adopted August, 1966)

## (A) HOME INSTRUCTION

### (1) Eligibility

(a) Home instruction may be approved for children who are physically unable to attend school even with the aid of transportation.

(b) Home instruction may be approved for educable children who are capable of profiting from a formal educational program.

(c) Children shall have a mental age of 6-0 years or above to be eligible for home instruction services.

(d) Telephone instruction may be approved within these standards.

(e) Applications for home instruction for children who are not physically handicapped shall not be approved.

### (2) General Information

(a) The superintendent of schools (or his designated representative) shall sign all applications for home instruction.

(b) All applications for home instruction shall be approved in advance.

(c) A child shall be examined medically and recommended for instruction each year.

(d) Short-term instruction shall not be approved. Payment shall not be made for students receiving less than 20 hours of instruction during the school year.

(e) The local school shall keep accurate records on grades of students on home instruction. These records shall be available to the Division of Special Education upon request.

(f) The teacher employed by a board of education for home instruction shall hold an Ohio teaching certificate appropriate for the level of instruction to which the assignment for home instruction is made.

### (3) Reimbursement

(a) The Division of Special Education may approve $1.50 per hour for home instruction at a rate of not less than $3.00 per hour, and one-half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) The Division of Special Education may approve telephone instruction as follows: One-half of the cost of installation service, one-half of the monthly service charge, and one-half of the cost of one hour of instruction per week by a qualified teacher not to exceed $6.00 per hour.

(c) Home instruction may be approved for one hour for each day a child is physically unable to attend school. The total number of hours shall not exceed the total number of days the school district is legally in session.

### (4) Data to be Submitted

(a) A test of mental ability to determine readiness to profit from a formal academic program is required for all children in the first grade, for older children who have not been in school, and for children retarded in grade.

(b) The medical section of the application blank shall be filled out and signed by the licensed physician who is presently treating the child.

(c) All applications for home instruction shall be completed in duplicate and submitted to the Division of Special Education.

(d) Applications for telephone instruction should be submitted on the regular home instruction forms.

(e) Reimbursement claims for all approved home instruction shall be submitted by August 1 of each year on the designated claim forms.

## (B) TUTORING SERVICES FOR HEARING HANDICAPPED STUDENTS

### (1) Eligibility

(a) Hearing handicapped children (State Board of Education Standards, Section EDb-215-01 and/or Section EDb-215-02) may be considered for individual tutoring under one of the following criteria:

- (i) There is no immediate special class placement for the child.
- (ii) The child has received instruction in an approved special education unit for deaf and/or hard of hearing children and has been returned to a *regular* junior and/or senior high school program.
- (iii) The child is unable to attend school for a full day due to a physical problem in addition to the hearing loss.
- (iv) The child is evaluated by the Educational Clinic Team and the Central Review Committee recommends approval of individual tutoring.

### (2) General Information

(a) The superintendent of schools (or his designated representative) shall sign all applications for individual tutoring for hearing handicapped children.

(b) Applications of individual tutoring for hearing handicapped children shall be approved for a specific number of hours which will depend upon the age of the child, the level of instruction, the nature and degree of the hearing loss and the child's ability to profit substantially from the instruction.

(c) The teacher employed by the board of education for individual tutoring shall hold an Ohio teaching certificate appropriate for the level of instruction to which assignment for tutoring is made.

### (3) Reimbursement

(a) The Division of Special Education may approve $1.50 per hour for individual tutoring for hearing handicapped children at a rate of not less than $3.00 per hour, and one half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) The approval for individual tutoring shall not exceed a maximum of 5 hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

### (4) Data to be Submitted

(a) All applications for individual tutoring shall be completed and submitted in duplicate to the Division of Special Education. Only one copy of the following reports should be submitted:

- (i) Recent report of otological examination.
- (ii) Recent report of school psychologist.
- (iii) Recent report of audiologist.
- (iv) Recent report of child's school progress and achievement.

(b) Reimbursement claims for all approved tutoring for hearing handicapped children shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

## (C) TUTORING SERVICES FOR VISUALLY HANDICAPPED CHILDREN

### (1) Eligibility

(a) Visually handicapped children (State Board of Education Standards, Section EDb-215-04) may be considered for individual tutoring under one of the following criteria:

- (i) No suitable special education program is available.
- (ii) Transfer to a regular school program from an approved special education program for visually handicapped children.
- (iii) Unable to attend school for a full day due to some other physical problem in addition to the visual handicap.
- (iv) The service has been recommended by the Educational Clinic Team and the Review Committee.

### (2) General Information

(a) The superintendent of schools (or his designated representative) shall sign all applications for tutoring.

(b) Approval may be made for a school year or a specific period of time during any current school year.

(c) The teacher employed by a board of education for tutoring shall hold an Ohio teaching certificate appropriate for the level of instruction to which she is assigned.

### (3) Reimbursement

(a) The Division of Special Education may approve $1.50 per hour for individual tutoring for visually handicapped children at a rate of not less than $3.00 per hour, and one half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) The approval for individual tutoring shall not exceed a maximum of 5 hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

### (4) Data to be Submitted

(a) All applications must be completed in duplicate and submitted to the Division of Special Education. One copy of the following reports should accompany the application:

- (i) Report of psychological examination to determine child's ability to benefit from the tutoring services.
- (ii) Current eye report by qualified examiner to show type and extent of child's visual impairment.

(b) Reimbursement claims for all approved individual tutoring for visually handicapped children shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

## (D) STUDENT READER SERVICE FOR CHILDREN WITH VISUAL HANDICAPS

### (1) Eligibility

(a) Reader service may be approved for visually handicapped children (State Board of Education Standards, Section EDb-215-04) in the sixth grade and above who are visually unable to meet the reading requirements of their grade level.

### (2) General Information

(a) The superintendent of schools (or his designated representative) shall sign all applications for reader service.

(b) Approval may be granted for a school year or a specific period during the current school year.

(c) The student reader employed by the board of education shall be chosen by the superintendent of schools or the principal of the school in which service is given. He shall be supervised by the principal or a teacher designated by the principal.

(3) **Reimbursement**

(a) The Division of Special Education may approve reader service at a rate of $1.00 per hour.

(b) The approval for reader service shall not exceed a maximum of ten hours per week. The total number of weeks shall not exceed the total number of weeks the school district is legally in session.

(4) **Data to be Submitted**

(a) Reimbursement claims for all approved reader service shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

## (E) INDIVIDUAL SERVICE FOR NEUROLOGICALLY HANDICAPPED CHILDREN

(1) **Eligibility**

(a) Children with normal potential ability who have a medical diagnosis of a neurological handicap and who are under active medical supervision may be considered for service on a temporary basis.

(b) Individual instruction shall be approved only when there is sufficient discrepancy between mental maturity and achievement level to warrant such service.

(c) All individual instruction should be given at school. Children receiving this service shall be in regular school attendance.

(d) Individual instruction may be considered for children who meet the above criteria when there is no self-contained program available.

(2) **General Information**

(a) The superintendent of schools or his designated representative shall sign all applications for instruction.

(b) All applications for instruction shall be approved in advance.

(c) A child must be examined medically and recommended for instruction each year.

(d) The teacher employed by a board of education for such instruction shall hold an Ohio teaching certificate appropriate for the age and grade level of the child.

(3) **Reimbursement**

(a) The Division of Special Education will approve $1.50 per hour for individual instruction at an approved rate of $3.00 per hour and one half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) Approval may be made for a specific period during any current school year, not to exceed five hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) **Data to be Submitted**

(a) All applications must be completed in duplicate and submitted to the Division of Special Education.

(b) A report of the medical diagnosis.

(c) A report of an individual psychological examination by a qualified psychologist.

(d) Reimbursement claims for all approved individual instruction shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

## (F) INDIVIDUAL SERVICE FOR EMOTIONALLY HANDICAPPED CHILDREN

(1) **Eligibility**

(a) Children with normal potential ability who have a medical diagnosis of an emotional handicap and who are under active medical supervision may be considered for service on a temporary basis.

(b) Individual instruction shall be approved only when there is sufficient discrepancy between mental maturity and achievement level to warrant such service.

(c) All individual instruction should be given at school. Children receiving this service shall be in regular school attendance.

(d) Individual instruction may be considered for children who meet the above criteria when there is no self-contained program available.

(2) **General Information**

(a) The superintendent of schools (or his designated representative) shall sign all applications for instruction.

(b) All applications for instruction shall be approved in advance.

(c) A child must be examined medically and recommended for instruction each year.

(d) The teacher employed by a board of education for such instruction shall hold an Ohio teaching certificate appropriate for the age and grade level of the child.

(3) **Reimbursement**

(a) The Division of Special Education will approve $1.50 per hour for individual instruction at an approved rate of $3.00 per hour and one half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) Approval may be made for a specific period during any current school year, not to exceed five hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) **Data to be Submitted**

(a) All applications must be completed in duplicate and submitted to the Division of Special Education.

(b) A report of the medical diagnosis.

(c) A report of an individual psychological examination by a qualified psychologist.

(d) Reimbursement claims for all approved individual instruction shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

Ohio
State Board of Education

## EDb-215-10 SUPPLEMENT TO PROGRAM STANDARDS FOR INDIVIDUAL INSTRUCTIONAL SERVICES

### (G) HOME INSTRUCTION FOR SEVERELY EMOTIONALLY HANDICAPPED STUDENTS

(Adopted October 9, 1967 — Effective December 1, 1967)

(1) **Eligibility**

(a) Home instruction may be approved for students who have a medical diagnosis of a severe emotional handicap which precludes school attendance.

(b) Home instruction may be approved for educable children who are capable of profiting from a formal educational program and who are receiving active treatment and supervision for the emotional handicap.

(c) Children shall have a mental age of 6-0 years or above to be eligible for home instruction services.

(2) **General Information**

(a) The Superintendent of schools (or his designated representative) shall sign all applications for home instruction.

(b) All applications for home instruction shall be approved in advance.

(c) A child shall be examined medically and recommended for instruction each year.

(d) Short-term instruction shall not be approved. Payment shall not be made for students receiving less than 20 hours of instruction during the school year.

(e) This service shall not be approved for a period in excess of two school years.

(f) The local school shall keep accurate records of attainment of students in home instruction. These records shall be available to the Division of Special Education upon request.

(g) The teacher employed by a board of education for home instruction shall hold an Ohio teaching certificate appropriate for the level of instruction to which the assignment for home instruction is made.

(h) Telephone instruction may be approved within these standards.

(3) **Reimbursement**

(a) The Division of Special Education may approve reimbursement of one-half of the actual cost for home instruction, provided that the rate paid to the teacher shall be not less than $3.00 and the maximum reimbursement shall not exceed one-half of $6.00 per hour.

(b) The Division of Special Education may approve telephone instruction as follows: One-half of the cost of installation service, one-half of the monthly service charge, and one-half of the cost of one hour of instruction per week by a qualified teacher not to exceed $6.00 per hour.

(c) Home instruction may be approved for one hour of each day a child is unable to attend school due to a severe emotional handicap. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) **Data to be Submitted**

(a) The medical section of the application blank shall be filled out and signed by the licensed physician who is presently treating the child.

(b) All applications for home instruction for severely emotionally handicapped children shall include an outline of the planned treatment program and evidence of continued supervision.

(c) All applications for home instruction for severely emotionally handicapped children shall include a report of an individual psychological examination by a qualified psychologist.

(d) All applications for home instruction shall be completed in duplicate and submitted to the Division of Special Education.

(e) Prior approval shall be obtained for telephone instruction.

(f) Reimbursement claims for all approved home instruction shall be submitted by August 1 of each year on the designated claim forms.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS 43215

MARTIN ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

S. J. BONHAM, JR., DIRECTOR
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET
COLUMBUS, OHIO 43204

**TO:** Superintendents and Clerks of Boards of Education

**FROM:** S. J. BONHAM, JR., Director, Division of Special Education

**SUBJECT:** Reimbursement Claim Forms for Individual Services
1967-68 School Year

We are enclosing herewith reimbursement claims for *individual services* given physically handicapped students in your school district during the 1967-68 School Year. Approvals for these services were returned to the Superintendent of your district earlier in the school year. If you find a pupil was given any type of individual service and no formal approval was received from this office, please request such approval immediately if you desire reimbursement.

*No prior approval is required for the transportation in those city School Districts maintaining special classes for handicapped children.

Our records indicate that the following services were approved in____________________ school district.

| **Type of Service Given** | | **Type of Service Given** | |
|---|---|---|---|
| Home Instruction | ____________ | Board and Lodging | ____________ |
| Telephone Service | ____________ | Reader Service (Blind Children) | ____________ |
| Transportation (On Individual Approvals) | ____________ | Tutoring Services: | |
| City Transportation | No Approvals* | Deaf Children | ____________ |
| Guide Service (Blind Children) | ____________ | Blind Children | ____________ |

Please submit reimbursement claims for the above services, in DUPLICATE, by August 1, 1968 in order that payment may be certified by this Division and included in the distribution of Foundation Program money due your district.

*If the service was not given, kindly indicate on the claim sheet and return it to this Division immediately.*

Submit in Duplicate

Form SE 10 (A)

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## APPLICATION FOR HOME INSTRUCTION FOR PHYSICALLY HANDICAPPED CHILD

(To be completed by Superintendent of Schools or Professional Staff Member so Delegated)

NAME OF CHILD ______________________ COUNTY ______________

PARENT'S NAME ______________________ SCHOOL DISTRICT ______________

HOME ADDRESS ______________________________________________

(Street or rural delivery) (City)

Child's Birth Date __________ Grade in School __________ Sex __________

*Test Results: ______________________________________________

(Name of Test) (Date Given) (I.Q.)

*Necessary if: Retarded in grade placement, or beginning first grade to determine readiness.

Date child last attended school ______________________________

Has Home Instruction been started for this year? __________ If so, beginning date __________

New Application __________ Application for Renewal __________

Application for __________ School Year

Date of Application __________

______________________________
Superintendent of Schools

______________________________
Address

---

## PHYSICAN'S REPORT

(To be filled out by attending physician)

NAME OF CHILD ______________________ DATE OF MEDICAL EXAMINATION __________

DIAGNOSIS: ______________________________________________

______________________________________________

Is this child's physical handicap serious enough to confine him to his home? __________

Specify reason ______________________________________________

______________________________________________

Probable period of disability: ______________________________

*Approved: Yes ______ No ______

Date ______________________

______________________
Director, Div. of Sp. Ed.

(Signed) ______________________
Name of Physician

Address ______________________

Date ______________________

*The Division of Special Education will reimburse $1.50 per hour on home instruction at a rate of not less than $3.00 per hour and one half of the actual cost in excess of $3.00 not to exceed $6.00 per hour nor five hours per week.

Payment shall not be made for students receiving less than 20 hours of instruction during the school year.

**Submit in Duplicate**

**Form SE 10 (B)**

OHIO DEPARTMENT OF EDUCATION

# DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## APPLICATION FOR INDIVIDUAL TUTORING FOR HEARING HANDICAPPED

Deaf__________ Hard of Hearing __________

School of District __________ County __________

Name __________ __________ __________
Last First Middle

Address__________ __________ __________ __________
City Zone Route County

Sex__________ Birth Date __________ Grade in School __________

Name of school district of residence __________

Did child formerly attend special class? Yes__________ No__________

If yes, where? __________ How long? __________

Other comments:__________

__________

Name of teacher to be engaged to provide academic tutoring__________

__________ Type of certification held__________

Will tutoring be done during school hours? __________ After school hours? __________

The following must accompany this application:

1. A recent audiogram. This must be one completed within the year of date of application.
2. A psychological report to be completed by a qualified psychologist.
3. A summary of child's school progress.

(See Section 10 (B) of State Board of Education Standards for Special Education)

*Approved: Yes______ No______

Date __________

__________
Director, Div. of Sp. Ed.

Signed__________

Title__________

Address__________

Date__________

*The Division of Special Education will reimburse $1.50 per hour on individual tutoring at a rate of not less than $3.00 per hour and one half of the actual cost in excess of $3.00 not to exceed $6.00 per hour nor five hours per week.

**Submit in Duplicate** **Form SE 10 (c)**

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## APPLICATION FOR INDIVIDUAL TUTORING FOR VISUALLY HANDICAPPED CHILDREN

School District____________________ County____________________

Name of Child________________________________________

Address________________ City________________ County________________

Date of Birth________________ Age________ Grade in School________________

Measured Intelligence: Name of Test________ Date Administered________ Total I. Q.________

Did child formerly attend special class? Partially Seeing____________ Blind____________

Where?____________________ How long?____________________

Name of school child now attends____________________ Principal____________________

____________________________________________________

Name of Tutor________________________________________

Type of Certificate Held____________________________________

**The following must accompany this application:**

1. A recent eye report. This should be one completed within the year of date of application.
2. A summary of child's school program.

(See Section 10 (c) of State Board of Education Standards for Special Education)

*Approved: Yes________ No________

Date____________________

________________________

Director, Div. of Sp. Ed.

Signed________________________

Title________________________

Address________________________

Date________________________

*The Division of Special Education will reimburse \$1.50 per hour on individual tutoring at a rate of not less than \$3.00 per hour and one half of the actual cost in excess of \$3.00 not to exceed \$6.00 per hour nor five hours per week.

**Submit in Duplicate** **Form SE 10 D**

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# APPLICATION FOR READER FOR CHILD WITH VISUAL HANDICAP

School District____________________ County________________

Name of Child________________________________

Address____________________ City________________

Date of Birth________________ Age______ Grade in School____________

Measured Intelligence: Name of Test____________ Date Administered____________ Total I. Q.______

Did child formerly attend a special class for Partially Seeing?________ Blind?____________

Where?____________________ How Long?____________

Name of School child now attends________________ Principal____________

Name of Student Reader____________________ Grade____________

**The following must accompany this application:**

1. A recent eye report. This should be one completed within the year of date of application.
2. A summary of child's school progress.

(See Section 10 (D) of State Board of Education Standards for Special Education)

Approved: Yes________ No________

Not to exceed 10 hours per week at $1.00 per hour*

Date: ____________________
Director, Division of Special Education

Signed ____________________

Title ____________________

Address ____________________

Date ____________________

*See Section 10 (D) (3)

Submit in Duplicate

Form SE 10 (E) (F)

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET. COLUMBUS. OHIO 43204

# APPLICATION FOR SPECIAL INSTRUCTIONAL SERVICES NEUROGICALLY-EMOTIONALLY HANDICAPPED CHILDREN

NAME OF CHILD__________ COUNTY__________

PARENT'S NAME__________ SCHOOL DISTRICT__________

HOME ADDRESS__________
(street or rural delivery) (city)

Child's Birth Date__________ Grade in School__________ Sex__________

*Individual Test Data:__________
(Name of Test) (Date Given) (I.Q.)

Is child in school full time?__________ If not, what portion of the day is he in school__________

Type of Service Requested:

Neurologically Handicapped__________ Emotionally Handicapped__________

Application: New__________ Renewal__________ (Check)

Date of Application__________

School Year__________

__________
Supt. or Designated Representative

__________
(Address)

**The following must accompany this application:**

*1. A report of an individual psychological examination by a qualified psychologist.

2. A summary of the child's school progress. (Including teacher comments and academic achievement results).

---

## PHYSICIAN'S REPORT

(To be filled out by attending physician)

NAME OF CHILD__________ DATE OF MEDICAL EXAMINATION__________

DIAGNOSIS __________

__________

Is this child under active medical supervision?__________

**Approved: Yes______ No______

Date__________

__________
Director, Div. of Sp. Ed.

(Signed) __________
Name of Physician

Address __________

**The Division of Special Education will reimburse $1.50 per hour on individual instruction at a rate of not less than $3.00 per hour and one half of the actual cost in excess of $3.00 not to exceed $6.00 per hour nor five hours per week.

Submit in Duplicate

Form SE 10 (G)

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## APPLICATION FOR HOME INSTRUCTION FOR SEVERELY EMOTIONALLY HANDICAPPED STUDENTS

(To be completed by Superintendent of Schools or Professional Staff Member so Delegated)

NAME OF CHILD ____________ COUNTY ____________

PARENT'S NAME ____________ SCHOOL DISTRICT ____________

HOME ADDRESS ____________ (Street or rural delivery) ____________ (City)

Child's Birth Date ____________ Grade in School ____________ Sex ____________

Date child last attended school ____________

Has Home Instruction been started for this year? ____________ If so, beginning date ____________

New Application ____________ Application for Renewal ____________

Application for ____________ School Year Date of Application ____________

The following must accompany this application:

1) Supplementary Information Sheet
2) A report of an individual psychological examination by a qualified psychologist

____________
Superintendent of Schools

____________
Address

---

## PHYSICIAN'S REPORT

(To be filled out by attending physician)

NAME OF CHILD ____________ DATE OF MEDICAL EXAMINATION ____________

DIAGNOSIS ____________

Is this child's emotional handicap serious enough to confine him to his home? ____________

Specify reason ____________

Probable period of disability ____________

*Approved: Yes ________ No ________

Date ____________

____________
Director, Div. of Sp. Ed.

(Signed) ____________
Name of Physician

Address ____________

Date Signed ____________

*The Division of Special Education will reimburse $1.50 per hour on home instruction at a rate of not less than $3.00 per hour and one half of the actual cost in excess of $3.00 not to exceed $6.00 per hour nor five hours per week. Payment shall not be made for students receiving less than 20 hours of instruction during the school year. This service shall not be approved for a period in excess of two school years.

**Submit One Only** **Form SE 10 (G)**

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# SUPPLEMENTARY INFORMATION FOR SEVERELY EMOTIONALLY HANDICAPPED CHILDREN ON HOME INSTRUCTION

NAME OF CHILD:________________________________________

GRADE:____________________ Age:____________ I. Q.____________

*NAME OF TEST:________________________ DATE:____________

ACHIEVEMENT:

| | LEVEL | TEST |
|---|---|---|
| READING | | |
| ARITHMETIC | | |
| SPELLING | | |

A. CHILD IS RECEIVING THERAPY OR GUIDANCE FROM: (Indicate Frequency of Contact)

B. DIAGNOSIS: (Indicate Source)

C. DESCRIPTION OF CHILD'S CLASSROOM BEHAVIOR:

D. DESCRIPTION OF PARENT'S ATTITUDE TOWARD CHILD'S PROBLEM:

E. OUTLINE OF TREATMENT PROGRAM:
(Agency Primarily Responsible for Treatment)

F. OUTLINE OF SCHOOL'S PLAN FOR RETURNING CHILD TO SCHOOL:

*A report of an individual psychological evaluation including mental ability data by a qualified psychologist must accompany this application.

NOTE: Claims must be filed
in duplicate not later
than August 1, 1968

FORM SE 10 R

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET. COLUMBUS. OHIO 43204

# REIMBURSEMENT CLAIM FOR INDIVIDUAL INSTRUCTIONAL SERVICES

(Home Instruction, Tutoring for Deaf, Tutoring for Blind, Neurologically Handicapped, Emotionally Handicapped)
School Year 1967-68

School District ______________ County ______________ ______ Number days school was in session
(1)

**PLEASE READ INSTRUCTIONS ON BACK OF FORM**

| Name of Pupil (2) | Type of Handicap | Type of Service (3) | Date Service Began | Date Service Ended | Rate Per Hour | Total Hours Service | Total Cost of Service | Name of Teacher |
|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |
| 6. | | | | | | | | |
| 7. | | | | | | | | |
| 8. | | | | | | | | |
| 9. | | | | | | | | |
| 10. | | | | | | | | |
| | | | | | TOTAL | | | |

Clerk of Board of Education ______________ Address ______________
(Personal Signature)

Date ______________

**DO NOT WRITE IN SPACE BELOW**

Total Cost of Service $______________
Approved Reimbursement to District $______________

# INSTRUCTIONS

1. **NUMBER OF DAYS SCHOOLS WERE IN SESSION:** List the total number of days the schools were open and in session, plus the legal holidays established by Section 3313.63 R. C., *AND* days for professional meetings of teachers, disease epidemic and public calamity when such days occurred during a regular school week and the schools were not in session, Section 3317.01 R. C.
2. **LIST ALL PUPILS GIVEN INDIVIDUAL INSTRUCTIONAL SERVICES** on the same sheet or sheets. Ten children may be listed on each sheet.
3. **COLUMN 3 SHOULD LIST TYPE OF SERVICE THE CHILD RECEIVED,** i.e. Home Instruction, Tutoring for Deaf or Blind, Supplementary Service for Neurologically and/or Emotionally Handicapped.

* * * * * * * *

**IMPORTANT:** *IF NO* service was given during the school year to a child for whom your district received approval, please *LIST* the child and indicate *NO SERVICE WAS GIVEN* and the *REASON WHY,* and return the claim form to the Division of Special Education no later than August 1, 1968.

**RETURN ALL CLAIMS IN DUPLICATE TO:—** Division of Special Education
3201 Alberta Street
Columbus, Ohio 43204

NOTE: Claims must be filed not later than August 1, 1968

FORM SE 10 (A) TR

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# REIMBURSEMENT CLAIM FOR TELEPHONE SERVICE

School Year 1967-68

SCHOOL DISTRICT_______________ COUNTY_______________

Name of Pupil_______________ Address_______________

Age__________ Grade__________ Type of Handicap_______________

| | Actual Cost to District |
|---|---|
| Initial Cost of Telephone Installation . . . . . . . . . . . . . . . . . . . . . . . . | $__________ |
| Telephone Service Rendered__________ @ __________<br>No. of Months / Monthly Charge | $__________ |
| Tutored __________ @ __________ . . . . . .<br>No. of Hours / Approved Hourly Rate | $__________ |
| TOTAL COST OF TELEPHONE SERVICE | $__________ |

Number of Weeks in Regular School Year__________

ONE-HALF COST REIMBURSEABLE BY STATE . . . . . . $__________

Name of Tutor_______________ Address_______________

Clerk of Board_______________ Address_______________
(Personal Signature)

Date_______________

DO NOT FAIL TO RETURN THIS CLAIM IN DUPLICATE TO:

(If the above service was NOT provided, please make notation on claim and RETURN not later than August 1, 1968.)

Division of Special Education
3201 Alberta Street
Columbus, Ohio — 43204

---

DO NOT WRITE IN SPACE BELOW

Reimbursement $__________

**NOTE:** Claims must be filed in duplicate not later than August 1, 1968

FORM SE 10 (D)

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# REIMBURSEMENT CLAIM FOR STUDENT READER FOR VISUALLY HANDICAPPED CHILDREN

School Year 1967-68

School District ______________________ County ______________

| Name of Pupil | Number of Hours Reading Per Week | Number of Weeks in Regular School Year | Total Hours of Reader Service | Approved Rate Per Hour | Total Cost of Approved Rate | Name and Address of Student Reader |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
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| | | | | | | |
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| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | Total | | | | |

Clerk of Board of Education ______________________ Address ______________________

Date ______________________

**DO NOT WRITE IN SPACE BELOW**

Total Cost of Reader Service $__________

Approved Reimbursement to District $__________

**IMPORTANT:** *IF NO* service was given during the school year to a child for whom your district received approval kindly *LIST* the child and indicate *NO SERVICE WAS GIVEN* and the *REASON WHY*, and return the claim form to the Division of Special Education no later than August 1, 1968.

**RETURN ALL CLAIMS IN DUPLICATE TO:** — Division of Special Education
3201 Alberta Street
Columbus, Ohio 43204

# EDb-215-11 TRANSPORTATION OF HANDICAPPED CHILDREN

248/249

Ohio State Board of Education

## EDb-215-11 PROGRAM STANDARDS FOR TRANSPORTATION OF HANDICAPPED CHILDREN

(Adopted August, 1966)

### (A) Eligibility

(1) Transportation may be approved for physically handicapped children (State Board of Education Standards, Section EDb-215-01-05) attending a special class program approved by the Division of Special Education.

(2) Transportation may be approved for physically handicapped children (State Board of Education Standards, Section EDb-215-01-05) attending a regular class in public and/or parochial school.

(3) Transportation may be approved for emotionally handicapped children (State Board of Education Standards, Section EDb-215-06) only when attending a *special class program for emotionally handicapped* approved by the Division of Special Education.

(4) Requests for transportation for less than two months duration shall not be approved by the Division of Special Education.

(5) The superintendent of schools (or his designated representative) shall sign all applications for transportation of handicapped children.

### (B) Reimbursement

(1) Contract or Board-Owned Vehicles

(a) The Division of Special Education may approve for reimbursement the actual costs of transportation up to $2.00 per day per child in average daily membership and one half of the actual cost in excess of $2.00 per day.

(2) Other Reimbursable Costs

(a) The Division of Special Education may approve for reimbursement the actual costs of transportation on public transportation.

(b) The Division of Special Education may approve for reimbursement the actual costs for guide service for visually handicapped children (State Board of Education Standards, Section EDb-215 04), not to exceed $1.25 per day per child.

### (C) Data to be Submitted

(1) Applications for transportation of physically handicapped children to regular school must be signed by a licensed physician and submitted annually in duplicate to the Division of Special Education.

(2) Applications for transportation of physically and/or emotionally handicapped children to special class programs approved by the Division of Special Education shall be submitted annually in duplicate by the school district transporting the child.

(3) Reimbursement claims for approved transportation shall be submitted by August 1 of each year on the designated claim forms to the Division of Special Education.

**Submit in Duplicate** **Form SE 11 (c) 1**

OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# APPLICATION FOR TRANSPORTATION OF PHYSICALLY HANDICAPPED CHILDREN TO REGULAR PUBLIC SCHOOL PROGRAM

School District ______________________ County ______________________

Name of Child ______________________

Date of Birth ______________________ Grade ______________________

Name of School transported to: ______________________

Number of miles from home to school (one way) ______________________

Rate per day, week or month (**Circle**) Amount: ______________________

Type of conveyance ______________________ (Check) Group __________ Individual __________

______________________
Superintendent or Designated Representative

______________________
Date of Application

______________________
Address

---

## PHYSICIAN'S REPORT

(To be filled out by attending physician)

Name of Child ______________________ Date of Medical Examination ______________________

Type of Handicap: (**Check**) Blind ________ Deaf ________ Hard-of Hearing ________ Crippled ________

Diagnosis of handicapping condition ______________________

______________________

Is this child's physical handicap serious enough to make special transportation services to school necessary? (Check) Yes________ No ________

Probable period child will need special transportation to school. Indicate number of months ________

* Approved: ______________________

Disapproved: ______________________

Date: ______________________

______________________
Director, Division of Special Education

Signed ______________________
Name of Physician

Address ______________________

Date ______________________

*Reimbursement is based on Section 11 (B) of the State Board of Education Program Standards for Special Education

**Submit in Duplicate** **Form SE 11 (c) 2**

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET. COLUMBUS. OHIO 43204

## APPLICATION FOR TRANSPORTATION OF HANDICAPPED CHILDREN TO PUBLIC SCHOOL SPECIAL EDUCATION PROGRAM

School District ______________________ County ______________________

Name of Child ____________________________________________

Date of Birth ______________________ Grade ______________________

Type of Handicap: (Check)

Crippled ________ Hard of Hearing ________ Neurologically Handicapped ________

Deaf ________ Visually Handicapped ________ Emotionally Handicapped ________

Transported to: ____________________________________________
(Name of School) (City)

Number of miles from home to school (one way) ______________________

Rate per day, week or month (Circle) amount: ______________________

Type of Conveyance ____________ **(Check)** Group ____________ Individual ____________

______________________
School Year For Which Service Is Requested

______________________
Superintendent or Designated Representative

______________________
Date of Application

______________________
Address

---

* APPROVED: ______________________

DISAPPROVED: ______________________

DATE: ______________________

______________________
Director, Division of Special Education

*Reimbursement is based on Section 11 (B) of the State Board of Education Program Standards for Special Education.

**Submit in Duplicate**
**Claims must be filed not later than August 1, 1968**

**FORM SE 11 R**

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# REIMBURSEMENT CLAIM FOR TRANSPORTATION

School Year 1967-68

## USE THIS FORM FOR TRANSPORTATION OF PHYSICALLY HANDICAPPED CHILDREN

School District____________________ County________________

Total Number of Pupils Transported: (________ Deaf & H. H.) (________ Blind & P. S.) (________ Crippled)

A. Type of Transportation Provided:

| | No. of Pupils Transported | Total Cost |
|---|---|---|
| 1. Board Owned Bus . . . . . . . . . .<br>(Actual Operational Costs—See Back of Form) | ________ | $________ |
| 2. Contract Services . . . . . . . . . .<br>(Private Car — Taxi — Contract Bus) | ________ | $________ |
| 3. **TOTAL COST — LINES 1 and 2** . . . . . . | ________ | $________ |
| 4. Public Transportation (Bus) . . . . . . .<br>(Tickets — Passes — Transfers — Guide Trans.) | ________ | $________ |
| B. Guide Services . . . . . . . . . .<br>(Include only the Cost of Services of Guide for Blind Children) | ________ | $________ |
| C. Total Days in Membership for Pupils Transported | ________ | ________ |

---

I have examined the figures reported on this form and believe them to represent the true situation in this school district for the 1967-68 School Year.

Clerk, Board of Education____________________ (Signature)

Address ____________________ (Office)

Date ________________

---

**NOTE:** If the above services were **NOT PROVIDED, PLEASE** make a notation on **CLAIM** and **RETURN** not later than August 1, 1968.

---

## DO NOT WRITE IN THIS SPACE

a. ________________ X $2.00 = $________
Total Days in Membership (Line C above)

b. Total Cost (Line 3 above) . . . . . . . . . . $________

c. Approved Cost (Line a) . . . . . . . . . . $________

d. Excess Cost $________________
(Line b Less Line c)

e. 50% of Line d . . . . . . . . . . $________

f. Total Cost of Public Transportation . . . . . . $________
(Line 4 above)

g. Approved Cost of Guide Services . . . . . . $________
(Line B above)

TOTAL REIMBURSEMENT BY STATE . . . . . . . . . . $________

## DATA TO BE SUBMITTED

### ACTUAL OPERATIONAL COSTS FOR BOARD OWNED VEHICLES:

1. Wages: a. Driver .................................... $__________

b. Attendant or Guard .................................... $__________

2. Gasoline .................................... $__________

3. Oil, Lubrications & Anti-Freeze .................................... $__________

4. Repairs and Equipment .................................... $__________

5. Tires and Tubes .................................... $__________

6. School Bus Insurance .................................... $__________

7. Depreciation .................................... $__________
(Total from Supplementary Sheet (D) )
or
Leased — Bus Services .................................... $__________

SUB-TOTAL — OPERATIONAL COSTS .................................... $__________

8. **OTHER COSTS**: (Itemize in Detail)

______________________________ $__________

______________________________ $__________

______________________________ $__________

______________________________ $__________

______________________________ $__________

GRAND TOTAL OPERATIONAL COSTS .................................... $__________
(Carry to Line A-1, on Front of Sheet)

Submit in Duplicate
Claims must be filed not later than
August 1, 1968

Transportation Form SE 11 (c) R

Supplementary Sheet (A)
To Form SE 11 R

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# USE THIS FORM FOR TRANSPORTATION OF PHYSICALLY HANDICAPPED CHILDREN BY BOARD OWNED BUS and/or CONTRACT

School District____________________ County____________________

| Name of Pupil * Transported | Address | Type of Handicap | Days in Membership | Type of Transportation (Check (V) How Transported) | | Name of School | Special Class | Regular Class |
|---|---|---|---|---|---|---|---|---|
| | | | | Board Owned Bus | Contract Services | | | |
| | | | | | | | | |

NOTE: Indicate (*) those pupils given guide service.

SEE INSTRUCTIONS ON BACK OF FORM

## SUPPLEMENTARY SHEET (A)

1. List the names of all pupils transported either to a regular class or to a Special Class for Handicapped Children by a Board Owned Bus and/or by Contract Services. DO NOT INCLUDE ON THIS FORM THOSE PUPILS TRANSPORTED BY PUBLIC TRANSPORTATION (BUS).
2. Group pupils by type of transportation and by handicap.
3. "Days in Membership"—List the Total Days in Membership for each pupil transported.
4. Indicate whether the pupil was transported to a Regular Class or to a Special Class.
5. Carry Grand Totals (Columns 1 & 4) to: Transportation Form SE 11 R.

Submit in Duplicate
Claims must be filed not later than
August 1, 1968

Transportation Form SE 11 (c) R

Supplementary Sheet (B)
To Form SE 11 R

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET. COLUMBUS. OHIO 43204

# USE THIS FORM FOR PUBLIC TRANSPORTATION OF PHYSICALLY HANDICAPPED CHILDREN

(Tickets — Passes — Transfers — Guide Transportation)

School District____________________ County____________________

| Name of Pupil Transported (Including Guides) | Check if Pupil is a Guide (√) | Type of Handicap | Actual No. of Days Transported | Actual Cost of Transportation | Name of School | Special Class | Regular Class |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

SEE INSTRUCTIONS ON BACK OF FORM

## SUPPLEMENTARY SHEET (B)

1. List all pupils transported by public transportation (bus) and those pupils acting as guides for whom you pay transportation.
2. Check the name of the pupil acting as a Guide.
3. Group pupils according to handicap.
4. Give the actual number of days the transportation was provided.
5. Give the actual cost of the transportation per pupil. If a pupil received bus tickets and transfers or passes and transfers, etc., list the Total Cost of the Transportation.
6. Indicate whether the pupil was transported to a Regular Class or to a Special Class for Handicapped Children.
7. Carry Grand Totals (Columns 1 & 5) to: Transportation Form SE 11 R.

**Submit in Duplicate**
**Claims must be filed not later than**
**August 1, 1968**

Guide Service Form SE (c) R

**Supplementary Sheet (C)**
**To Form SE 11 R**

## OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## USE THIS FORM FOR SERVICES OF GUIDE

**(Do Not Include On This Form The Cost Of Transportation For Guide)**

School District____________________ County____________________

| Name of Guide (1) | Name of Pupil Guided (2) | Number of Days Guided (3) | Cost Per Day For Guide (4) | Amount Paid For Services Of Guide (5) |
|---|---|---|---|---|
| | | | | |

**SEE INSTRUCTIONS ON BACK OF FORM**

**COLUMN**

## SUPPLEMENTARY SHEET (C)

1. Name of the Person acting as a Guide.
2. Name of the Pupil being Guided.
3. List the actual number of days the Pupil was Guided.
4. The Amount Paid the Person *Per Day* for the Guide Services.
5. List the Total Amount Paid for Guide Services.
   (Column 3 x 4 = 5)

DO NOT LIST ON THIS FORM THE COST OF TRANSPORTATION NECESSARY FOR THE PERSON ACTING AS A GUIDE. The Transportation of the Guide is submitted on SUPPLEMENTARY SHEET (A) Form SE 11 (c) R.

6. Carry Grand Totals to: Transportation Form SE 11 R (Columns 2 & 5).

**Submit in Duplicate**
Claims must be filed not later than
August 1, 1968

Transportation Form SE 11 (c) R

Supplementary Sheet (D)
To Form SE 11 R

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET. COLUMBUS. OHIO 43204

# BUS INVENTORY AND DEPRECIATION

School District____________________ County____________________

| Type of Bus (List Buses Separately) | Date of Purchase | Original Cost of Bus | Less State Money | Net Cost of Bus to Board of Education | Amount * Depreciated |
|---|---|---|---|---|---|
| | | | | | |

NOTE: (*) When figuring Depreciation, use fractional part of year. Depreciate BUS over a period of seven (7) years using net cost of Bus. Carry Grand Total to: Transportation Form SE 11 R (Operational Costs).

# EDb-215-12 BOARDING HOMES FOR PHYSICALLY HANDICAPPED CHILDREN

Ohio
State Board of Education

## EDb-215-12 PROGRAM STANDARDS FOR BOARDING HOMES FOR PHYSICALLY HANDICAPPED CHILDREN

(Adopted August, 1966)

**(A) Eligibility**

- (1) A physically handicapped child (State Board of Education Standards, Section, EDb-215-01-05) who resides in a school district that does not maintain a special education program to meet his needs *may* attend school in another school district where such a program is available.
- (2) When a physically handicapped child attends a special education class in a school district other than that of his residence, he *may* be boarded (if the distance from one district to the other is too far for the child to be transported daily) and the cost of such board may be reimbursed if approved in advance by the Division of Special Education.
- (3) The criteria for approval of children for boarding home placement shall be determined upon:
  - (a) The availability of appropriate special education programs.
  - (b) The travel distance involved.
  - (c) The physical, mental and social readiness of the child to adjust to a boarding home.
  - (d) The availability of licensed boarding homes in the school district providing special education programs.

**(B) General Information**

- (1) The superintendent of schools (or his designated representative) shall sign all applications for boarding homes.
- (2) Applications for children being considered for boarding home placements must be submitted by the superintendent of the school district in which the child legally resides or the superintendent of the district which maintains a special education program if this district advances payment for the boarding home.
- (3) The responsibility for finding boarding homes shall not be assumed by school personnel nor by the parents. This responsibility is vested in the Ohio Department of Public Welfare.
- (4) The placement of children in or the changing of children from one licensed boarding home to another shall be the responsibility of the Ohio Department of Public Welfare.

**(C) Reimbursement**

- (1) The Division of Special Education may approve for reimbursement a rate of $15.00 for a five-day week and a rate of $18.00 for a seven-day week in a licensed boarding home.

**(D) Data to be Submitted**

- (1) The school district that advances payment for the boarding home shall:
  - (a) Complete Form SE 12-I in triplicate on all *initial* applications and submit them to the Division of Special Education.
  - (b) Complete Form SE 12-II in duplicate and submit them to the Division of Special Education.
- (2) Reimbursement claims for all approved boarding homes shall be completed on the designated claim forms and submitted to the Division of Special Education not later than August 1 of each year.

**Submit in Triplicate** **SE 12 I**

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
3201 ALBERTA STREET. COLUMBUS. OHIO 43204

# INFORMATION NEEDED IN SECURING BOARDING HOME FOR PHYSICALLY HANDICAPPED CHILD

For referral to Child Welfare Services
Div. of Social Administration, Ohio Dept. of Public Welfare

Name of Child ________________ Date of Birth ________________

Address ________________ City ________________

Religion ________ Race ________ Age ________ Grade ________ Sex ________

Is child ward of Crippled Children's Services? ________________ of other agency ________________

Name of Parents or Guardian ________________ (Surname), ________________ (Father) ________________ (Mother)

Address ________________ (Street or R.F.D.), ________________ (City), ________________ (County), ________________ (Telephone)

Directions for reaching home: ________________________________

________________________________________________

Home School District of Child ________________, ________________ (County)

School District advancing money for Board ________________________________

Will child be assigned to home: 5 Days ________ 7 Days* ________

Type of Handicap: (Check) Deaf ________ Hard of Hearing ________ Blind ________

Partially Seeing ________ Crippled ________

Degree of Dependence: Needs help with (Check) Dressing ________ Bathing ________

Eating ________ Climbing Stairs ________ Toileting ________ Braces ________

Please list on reverse side any other significant information that might be helpful to the caseworker.

Approved ________________ per week

Date ________________

________________________
Director, Division of Special Education

________________________
Superintendent or Designated Representative

________________________
Address

*Explain in Detail

**Submit in Duplicate** SE 12 II

OHIO DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

## APPLICATION FOR BOARD

Home School District ______________________ County ______________

Name of Child ______________________________________________

Date of Birth ______________________ Grade in School __________

Name of Parents or Guardian _______________________________

Address ___________________________________________________

Location of Special Class: City __________________ Building __________________

Type of Handicap: (Check) Deaf __________ Hard of Hearing __________ Blind __________

Partially Seeing __________ Crippled __________

Is this a new application? Yes __________ No __________

**All initial Applications for Boarding Home Approval must be accompanied by Form SE 12 I. Information Needed in Securing Boarding Home**

______________________________

Superintendent or Designated Representative

Date of Application ______________________ ______________________________

Address

Approved: ______________ Per Week

Rejected: ______________

Date: ______________

______________________________

Director, Division of Special Education

**FILE IN DUPLICATE**

NOTE: *Claims must be filed not later than August 1, 1968*

Board and Lodging
FORM SE 12 (D) (2)

OHIO DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL EDUCATION

3201 ALBERTA STREET, COLUMBUS, OHIO 43204

# REIMBURSEMENT CLAIM FOR BOARD AND LODGING

School Year 1967-68

School District ______________________ County ______________

Name of Pupil ______________________ Address ______________

Age ________ Grade ________ Type of Handicap ______________

Name of School Attending ______________________ Pupil Boarded From:

Date: ______________ to

______________

**TOTAL NUMBER OF WEEKS BOARDED:**

a) ________ 5-day weeks @ Approved Rate $________ per week $________

b) ________ Odd days @ " " $________ per day $________

**OR**

c) ________ 7-day weeks @ Approved Rate $________ per week $________

d) ________ Odd days @ " " $________ per day $________

TOTAL COST OF BOARD AND LODGING ........................ $________

Name of Boarding Mother ______________________ Address ______________

Clerk, Board of Education ______________________ Address ______________
(Signature)

Date ______________ ______________________

**(IF THE SERVICE WAS NOT FURNISHED, PLEASE MAKE NOTATION ON THIS CLAIM FORM AND RETURN NOT LATER THAN AUGUST 1, 1968.)**

RETURN TO:

Division of Special Education
3201 Alberta Street
Columbus, Ohio - 43204

**DO NOT WRITE IN SPACE BELOW**

Reimbursement $________

# EDb-215-13 LEGAL DISMISSAL FROM SCHOOL ATTENDANCE

Ohio
State Board of Education

## EDb-215-13 PROGRAM STANDARDS FOR LEGAL DISMISSAL FROM SCHOOL ATTENDANCE

(Adopted August, 1966)

### (A) General

(1) All dismissals shall be approved by the State Superintendent of Public Instruction within the standards adopted by the State Board of Education.

(2) A child approved for dismissal in accordance with these standards cannot legally be admitted to the public schools of this state while the dismissal is in force.

(3) A dismissal may be revoked by the State Superintendent upon receipt of a written request from the school district in which the child resides.

(4) A dismissal may be revoked by the State Board of Education when good cause is shown.

### (B) Eligibility

(1) **Compulsory School Age**
Approval of dismissals will be granted **only** on children that are of compulsory school age. (Chronological age between 6 and 18 years of age.)

(2) **Children Under Calendar Age 10 Years, Intelligence Quotients Below 50**
Dismissals of children within this range may be approved on a temporary basis for one or two years, depending on the data submitted.

(3) **Children Over Calendar Age 10 Years, Intelligence Quotients Below 50**
Dismissals of children within this range may be approved on a permanent basis.

(4) **Children With Calendar Ages 14 and 15, Intelligence Quotient Below 60**
Dismissals of children within this range may be approved on a permanent basis.

(5) **Children Over Calendar Age 16, Intelligence Quotients Below 70**
Dismissals of children within this range may be approved on a permanent basis.

**(C) Procedures**

(1) All applications shall be submitted in triplicate and shall be signed by the superintendent of the district in which the child resides (or by his designated representative).

(2) All applications shall carry the results of the psychological test, the name of the psychological test, and the name and position of the individual administering the test.

(3) All children shall be evaluated by a qualified psychologist using individual intelligence scales.

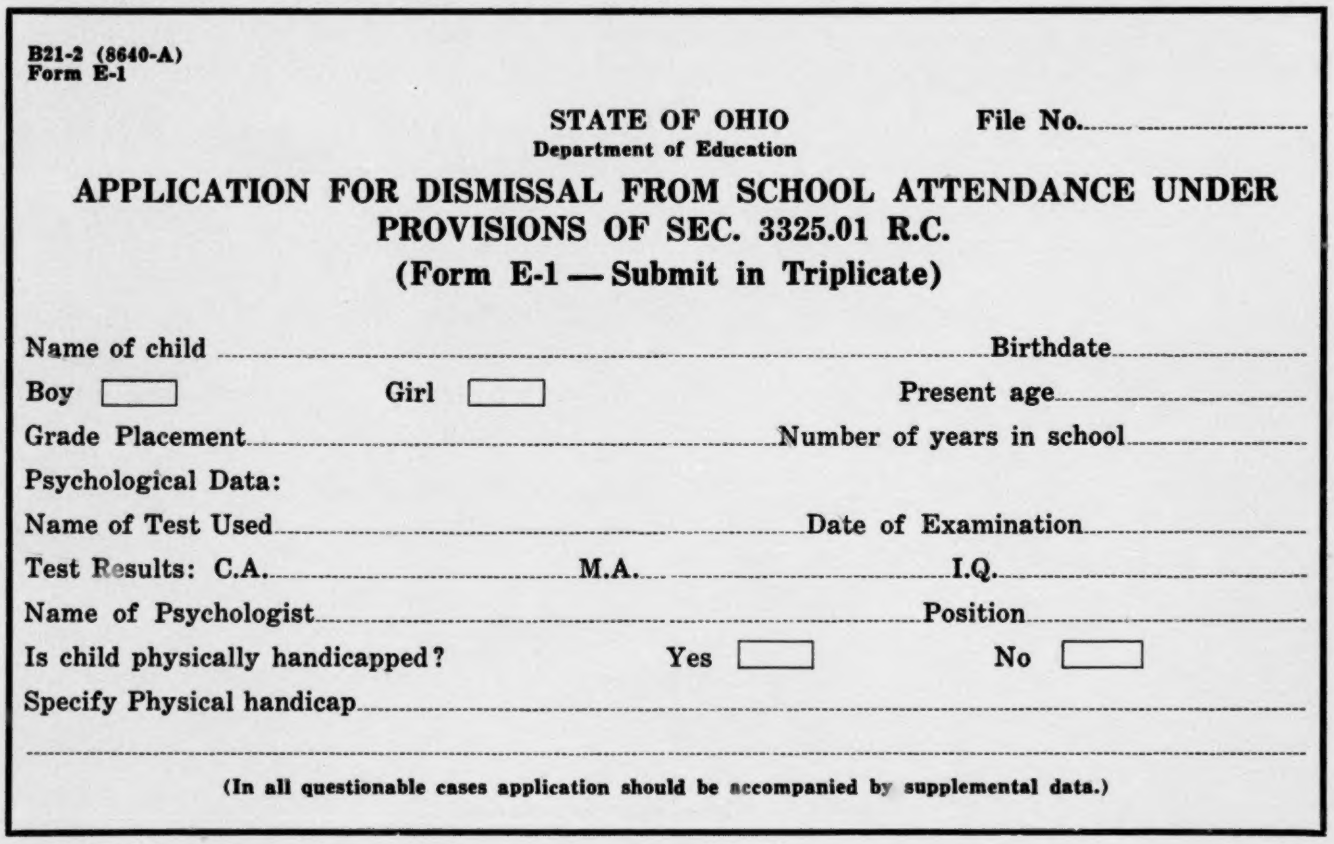
(4) All children must have been evaluated within the 12-month period prior to the date of application.

(5) In complying with Section B-4 and B-5, sufficient evidence shall be submitted in a written report to substantiate that the child is not capable of profiting substantially from a appropriate educational program. This report shall include all pertinent information relating to the child.

(6) In some cases there are factors other than intelligence and age that should be considered. Complete information concerning such factors shall be submitted with the application.

**FORM E-1**

**Application for school dismissal may be submitted at any time using the following form:**



B21-2 (8640-A)
Form E-1

STATE OF OHIO
Department of Education

File No.............................

### APPLICATION FOR DISMISSAL FROM SCHOOL ATTENDANCE UNDER PROVISIONS OF SEC. 3325.01 R.C.

(Form E-1 — Submit in Triplicate)

Name of child ............................................................ Birthdate ....................

Boy ☐ Girl ☐ Present age ....................

Grade Placement ............................................ Number of years in school ..............

Psychological Data:

Name of Test Used ............................................ Date of Examination ....................

Test Results: C.A. .................... M.A. .................... I.Q. ....................

Name of Psychologist ............................................ Position ....................

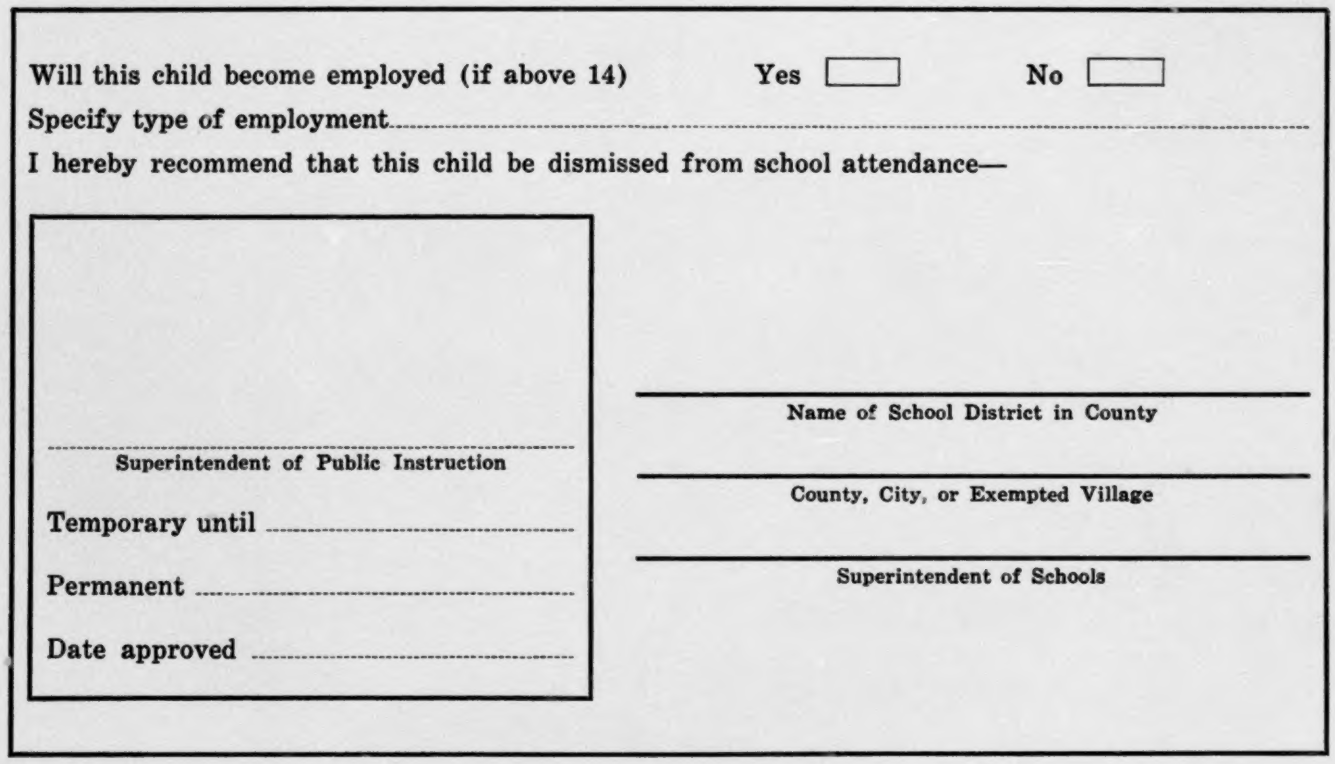
Is child physically handicapped? Yes ☐ No ☐

Specify Physical handicap ............................................................

............................................................................................

(In all questionable cases application should be accompanied by supplemental data.)

(FRONT)



Will this child become employed (if above 14) Yes ☐ No ☐

Specify type of employment ............................................................

I hereby recommend that this child be dismissed from school attendance—

............................................
Superintendent of Public Instruction

Temporary until ....................

Permanent ....................

Date approved ....................

Name of School District in County

County, City, or Exempted Village

Superintendent of Schools

(BACK)